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ABSTRACT

This report presents the proceedings of a conference on the integration of multicultural and nonsexist approaches into the home economics and industrial arts programs of elementary and secondary schools. The report contains keynote addresses, overviews of each Conference session, and many of the materials made available to conference participants. Topics discussed include strategies for developing multicultural and nonsexist programs for integration into home economics and industrial arts; educational approaches to preparing students for success in multicultural and nonsexist work environments; staff training; outreach programs to attract nontraditional students (defined as those who belong to minority groups, those who work in nontraditional occupations, or those who are disabled) to industrial arts and home economics programs; classroom support systems for nontraditional students; and instructional materials development. (MJL)

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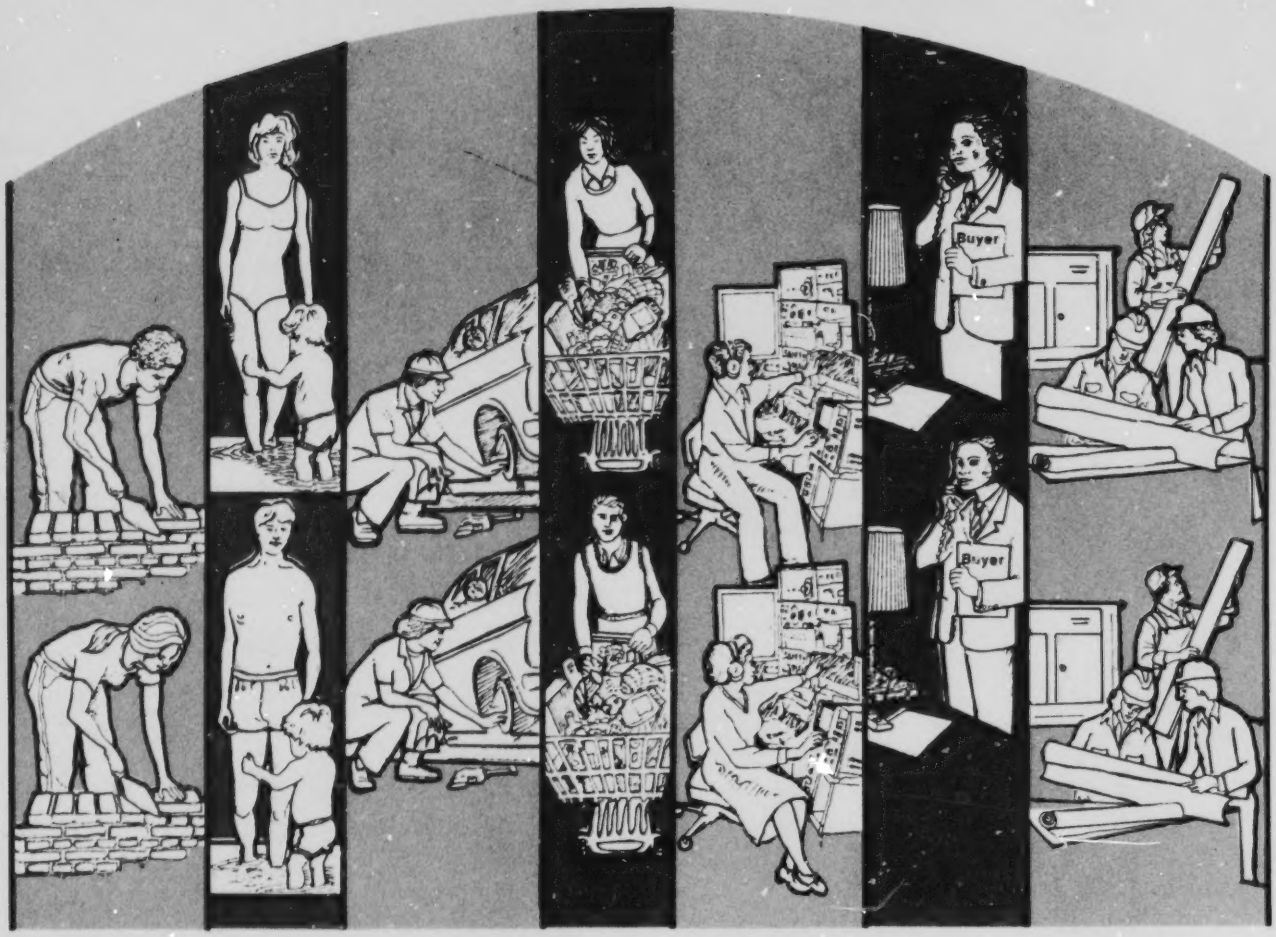
Bridging the Gap

Post-Conference Report — 1981



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Preface

Nearly every state has conducted or is conducting conferences dealing with sex equity in vocational education. However, very few are conducting conferences and workshops dealing with sex equitable **and** multicultural approaches to vocational education. "Bridging the Gap: Iowa Conference on Multicultural, Nonsexist Approaches to Home Economics and Industrial Arts Programs," held in April 1981 in Ames, Iowa was such an event.

Sponsored by the Iowa Department of Public Instruction (DPI); the Midwest Sex and Race Desegregation Assistance Centers, Kansas State University, Manhattan, Kansas; the Department of Secondary Education, Iowa State University, Ames; the Department of Home Economics Education, Iowa State University, Ames, and the Department of Industrial Education, Iowa State University, Ames; the conference featured presenters and speakers --leaders in their fields--from across the United States.

The DPI felt it important to publish this postconference report to document the unique event and to make an overview available to interested persons who were unable to attend the conference.

The postconference report contains keynote addresses, overviews of each session, and many of the materials made available to conference participants.

To provide continuity, the report is arranged to follow the agenda found on page 1.

Foreword

Multicultural, Nonsexist Education is a relatively new concept for many educators but not in the state of Iowa. The Iowa State Department of Public Instruction has been a national leader in this area for some time. It was through the Department's efforts that the Iowa legislators added the following to the State Code's Minimal Curriculum Requirement and Standards for Approved Schools 607-3.5(257).

- All local educational programs shall be taught from a multicultural, nonsexist approach.
- Special emphasis shall be placed on the Asian American, Black American, Hispanic American, Native American, handicapped, and women.
- The programs shall foster the knowledge of respect and appreciation for the historical and contemporary contributions of men and women and minorities to our society.
- The program shall provide equal opportunity for all participants regardless of sex, race, color, age, national origin, religion, and handicap and reflect the wide variety of roles open to all individuals.
- Resource guides shall be developed for each instructional sequence, K-12, reflecting multicultural, nonsexist approaches and shall include suggested instructional activities, materials and content, and a description of the performance criteria for evaluating pupil progress.

To assist Local Education Agencies in achieving this educational task, the Educational Equity Section of the Iowa State Department of Public Instruction has conducted state conferences on multicultural, nonsexist education for Iowa teachers in the following content areas: social studies, language arts, fine arts, math & science, industrial arts and home economics. State conference on sex equity in guidance and counseling programs and practices and physical education were also held to address issues of the Educational Amendment of 1972 (Title IX and Educational Amendments of 1976) (Title II, P.L. 94-482).

The Educational Equity Section plans to conduct a multicultural, nonsexist state or regional conference for librarians and media specialists and state vocational education advisory committees on sex equity for fiscal year 82. Additionally, sex equity and multicultural-nonsexist, state workshops will be planned in the areas of administration; physical education; guidance; multicultural, nonsexist coordination and extracurricular activities.

--William H. Bean

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Bridging the Gap: Iowa Conference on Multicultural, Nonsexist Approaches to Home Economics and Industrial Arts Programs

Sponsors:

- Educational Equity Section, Iowa Department of Public Instruction, Des Moines, Iowa
- Midwest Sex and Race Desegregation Assistance Centers, Kansas State University, Manhattan, Kansas
- Department of Secondary Education, Iowa State University, Ames, Iowa
- Department of Home Economics Education, Iowa State University, Ames, Iowa
- Department of Industrial Education, Iowa State University, Ames, Iowa

Agenda

Monday, April 27, 1981

First Floor Lobby	8:00-8:55 a.m.	Registration and Coffee
Thomas H. Benton Auditorium	9:00-9:15	Welcome and Announcements Bill Bean, Chief Educational Equity Section Iowa Department of Public Instruction Ruth Hughes, Chairperson Home Economics Education Department Iowa State University Elias Garcia Midwest Race and Sex Desegregation Centers, Manhattan, Kansas
Thomas H. Benton Auditorium	9:15-10:15	Keynote Address - "Building Trust Between the Sexes: The Key to Equality" Amanda J. Smith Management and Education Consultant in Sex Equity, Durham, North Carolina
	10:15-10:30	Regrouping Time
	10:30-12:30	Small Group Workshops
	Workshop A	"Strategies for Developing Successful Exploratory Programs at the Junior High School Level" Presenter: Marie Theobald Industrial Arts Teacher West Des Moines School District Many Iowa Junior High Schools have begun to implement exploratory home economics and industrial arts programs for all students. The relative success is often dependent on curriculum revision and revised teaching strategies and instructional materials. Participants in this workshop were exposed to tips for success in implementing exploratory programs. A selective bibliography of related literature was distributed.

Room 154 — Workshop B

"Integrating Nonsexist Concepts into Home Economics Programs"
Presenter: Phyllis Yager
Home Economics Coordinator
Iowa City School District

Participants in this workshop discussed strategies for designing a home economics curriculum which equitably meets the needs and interests of both male and female students in contemporary American society. Curriculum structure, content, materials, and teaching strategies were discussed. A selective bibliography of resource materials was disseminated.

Room 204 — Workshop C

"Building Classroom Support Systems for Nontraditional Students"
Presenter: Gonzalo Garcia
Professor, Vocational Education
Texas A & M University

The nontraditional student who enrolls in home economics or the industrial arts classes meets resistance and barriers to success that the traditional student does not have to cope with. It is important that the classroom instructor be sensitive to these unique barriers and provide a support system to help the student overcome them. Without such a system, the student who enrolls often drops out of the program. Participants in this workshop became acquainted with strategies for setting up such a support system. A selected bibliography of resource readings and materials was distributed.

Room 171 — Workshop D

"Integrating Multicultural Concepts into Industrial Arts Programs"
Presenter: Michael Scott
Supervisor for Industrial Arts
Ohio Department of Education

Participants in this workshop were exposed to strategies for building an Industrial Arts curriculum which reflects and recognizes the cultural/racial diversity of the United States. Strategies for preparing students for success in the multicultural work environment were discussed. A selective bibliography of related readings and resource materials was disseminated.

Room 252 — Workshop E

"Working Together: Preparing Students for the Integrated Work Place"

Presenter: Amanda J. Smith
Management and Sex Equity Consultant
Durham, North Carolina

Students today will be going out to jobs, regardless of their nature, where they will be working side-by-side with both men and women, persons from other cultural/racial groups, and the handicapped.

Participants in this workshop were exposed to educational strategies for providing students with the skills needed to be successful in multicultural, nonsexist work environments. A selective bibliography of related resources was distributed to workshop participants.

Room 208 — Workshop F — "Bridging the Gap Between Industrial Arts and Home Economics Programs"

Presenters: Charlotte Farris
Director: MOVE Project
Utica, New York

Michael Adams
Professor, Industrial Arts
State University of New York
Oswego, New York

Participants in this workshop were familiarized with ways in which communication and cooperation between home economics and industrial arts staff can be used to better meet the needs of all students. Team teaching, cross departmental teaching, curriculum blending, and scheduling issues were discussed. A selective bibliography of related readings and resource materials was disseminated.

Room 150 — Workshop G — "Integrating Nonsexist Concepts into Industrial Arts Programs"

Presenter: Jim Knight
Professor, Vocational Education
Ohio State University

Participants in this workshop became acquainted with strategies for designing an industrial arts curriculum which equitably meets the needs of both female and male students in contemporary American society. Curriculum structure, content, materials, and teaching strategies were discussed. A selective bibliography of related readings and resource materials was disseminated.

Luncheon

Rooms 220-230-240 — 12:30-1:45 p.m. — Small Group Workshops

1:45-3:45 — Workshops A, B, C, D, F, and G were repeated in the same rooms where they were presented during the morning. Workshop E was not repeated. It was replaced by workshop H.

Room 252	Workshop H	"Working with Elementary Staff to Promote Multicultural, Nonsexist Home Economics and Industrial Arts Programs" Presenters: Alita Siasoco Elementary Counselor Council Bluffs Sheilah Manley Human Relations Consultant Des Moines Elementary teachers teach in all areas that secondary teachers do, but it may be called by another name. Participants in this workshop explored content and basic skills related to home economics and industrial arts which are usually taught in elementary programs. Strategies for working with elementary teachers to reduce stereotypes students may have about industrial arts and home economics were discussed. A selective bibliography of related resources was disseminated.
First Floor Lobby	4:00-5:30	Social Interaction Period
Tuesday, April 28, 1981	8:00-8:55 a.m.	Registration and Coffee
First Floor Lobby	9:00-9:15	Introductions and Announcements
Thomas H. Benton Auditorium		Bill Bean, Chief Educational Equity Section Iowa Department of Public Instruction Dr. William Wolansky, Dean College of Industrial Education Iowa State University Elias Garcia Midwest Race and Sex Desegregation Assistance Centers Kansas State University Manhattan, Kansas
	9:15-10:15	Keynote Address--"Putting the Lid on the Melting Pot" N. Allen Sheppard Professor, Vocational Technology Virginia Polytechnic Institute Washington, D.C.
	10:15-10:30	Regrouping Time
	10:30-12:30	Small Group Workshops

Room 275 — Workshop I

"Outreach Programs: Attracting the Nontraditional Student into Industrial Arts and Home Economics Programs"

Presenter: Mary Good
Industrial Arts Teacher
Hilton School District
Hilton, New York

Peer and societal pressures on students to enroll in courses along traditional sex role patterns are great regardless of the contemporary economic and career advantages of breaking those patterns. Opening up the classroom doors is often not enough to overcome these pressures. Participants in this workshop discussed strategies for reaching out to students before they get into the classroom. A selective bibliography of resource materials was distributed.

Room 250 — Workshop J

"Integrating Multicultural Concepts into Home Economics Programs"

Presenter: Penny Ralston
Home Economics Education Department
Iowa State University

Participants in this workshop became acquainted with strategies for reflecting the cultural/racial diversity of the United States within the home economics curriculum. The application of multicultural concepts to such topic areas as foods and nutrition, clothing production and management, family life, grooming, and parenting skills was discussed. A selective bibliography of related writings and materials was disseminated.

Room 252 — Workshop K

"Support Systems for Innovative Programs in Home Economics and Industrial Arts"

Presenters: Michael Adams
Professor, Industrial Arts
State University of New York
Oswego, New York

Charlotte Farris
Director: MOVE Project
Utica, New York

Many teachers have functioned for years in single-sex classroom environments, but have difficulty in achieving the same success in the co-educational environment. Participants in this workshop became acquainted with strategies for modifying traditional strategies and concepts so that they are functional in today's environment. A selective bibliography of related resources was disseminated.

Room 204 — Workshop L

"Integrating Multicultural, Nonsexist Career Education Components into Home Economics and Industrial Arts Programs"

Presenter: Lenola Allen
Supervisor, Preparatory and Supplementary Programs
Career Education Division
Iowa Department of Public Instruction

Careers related to basic Industrial Arts and Home Economics skills have traditionally been heavily stereotyped. It is very important that girls and boys, diverse cultural/racial groups, and the disabled be exposed to the broad expanse of career options open to them. Participants in this workshop were exposed to content and strategies which can be used to ensure that all students have this exposure to both commercial and industrial career options. A selective bibliography of related literature and resources was distributed.

Room 262 — Workshop M

"Recognizing and Identifying Stereotypes in Industrial Arts and Home Economics Texts and Resource Materials"

Presenter: Ed Roberts
Consultant, Mid-Atlantic Center for Sex Equity
Washington, D.C.

Many texts, instructional materials, and resource materials presently utilized in the industrial arts and home economics classrooms were designed primarily with either young women or young men as the target audience. This can be a substantial barrier to creating a classroom environment in which both boys and girls see themselves and their perspectives reflected. Participants in this workshop reviewed some of the common stereotypes (both cultural and sexual) that are found and how such stereotypic materials can be used in a positive way. A selective bibliography of resource materials was disseminated.

Room 260 — Workshop N

"Designing a Home Economics Program which Reflects the Perspective and Needs of Male Students"

Presenter: Carl Savick
Home Economics Teacher
Anoka, Minnesota

It is important that students see themselves reflected in their curriculum if they are to be motivated and achieve their maximum potential. This principle applies to all curriculum areas including Home Economics. Participants in this workshop were exposed to strategies for making the Home

Economics curriculum meaningful to boys as well as girls. The workshop was presented from the unique perspective of a successful male Consumer Home Economics Teacher.

Room 208	Workshop O	"Promoting Sex Equity in the Classroom: A Resource Packet for Teachers of Vocational and Technical Education"

Presenter: Margaret Torrie
Home Economics Education Department
Iowa State University

An Iowa team of vocational and technical educators, including more than 80 classroom teachers, worked together to develop guidelines for promoting sex equity in vocational technical education classrooms and in out-of-school learning experiences. Twelve instructional modules resulted from this cooperative and creative process, including modules on Home Economics, Distributive Education, Technical Education, and Trade and Industrial Education. Participants in this workshop received orientation to the modules with strategies for implementing sex equity concepts in the classroom.

Room 230	12:30-1:45 p.m.	Lunch (optional)
	1:45-3:45	Small Group Workshops

Workshops I, J, K, M, N, and O were repeated during this period in the same locations as in the morning. Workshop L was not repeated in the afternoon. It was replaced by workshop P.

Room 204	Workshop P	"Integrating Multicultural, Nonsexist Concepts into Home Economics and Industrial Arts Curriculum Guides"

Presenters: Gretchen Woeste
Home Economics Coordinator
Des Moines School District

Dick Gabriel
Industrial Arts Coordinator
Des Moines School District

3:30- Conference Adjournment
Have a Good Trip Home
And Thanks for Coming

Conference Program Coordinators:

Iowa Department of Public Instruction

- Tom Andersen
- Sheryl Barta
- Beverly Gillette

Midwest Race and Sex Desegregation Assistance Centers

- Karen Brinker
- Elias Garcia

Iowa State University

- Bill Miller
- Margaret Torrie

Home Economics

Building Trust Between the Sexes: the Key to Equality

Presenter: Management and Education
Consultant in Sex Equity
Durham, North Carolina

How many of you have ever heard the sentences--"The trouble with women is . . ." and "The trouble with men is . . .", or "Honey, don't ever trust a man" and "Women! You can't trust them!"? How do you feel about these attitudes? Is there some part of you that is really sick to death of it; some part of you that has wondered occasionally, "Why can't we relax and be friends?" You know, I think we can. I think not only can we be friends, but we must. We cannot live in separate shoe boxes the way we used to think we could. We are stuck with each other and we must learn to get along.

The field of sex equity has been around for a while and we've learned some things over the years. Here are a few discoveries I would like to share with you that we have found can make a real difference to the success of our efforts.

The first thing is that it is important to make a distinction between sex discrimination and sex bias. We define sex discrimination very loosely as being that which is against the law. I would suggest, if you take what I would call a pure Title IX approach, that it will blow up in your face. Teachers will fight you. You will get a heavy wall of "We don't do that stuff here." I never met a teacher who's really anxious for the federal government to interfere in their classroom. And the teachers that I have come in contact with do not deliberately discriminate. How many of you are working in a school where students are forbidden to enter the room or lab because of their sex?

Now, I don't mean to imply that sex discrimination doesn't matter. It does matter. It matters so much that even if it only happens once, it makes a difference. It makes a difference if only once the woman doesn't get the principalship when everybody knows she's the best qualified. It matters if only once a man does not get custody of his children even though the judge knows his wife is a drunk. It matters, but it doesn't happen often. So the teacher who says, "We don't do that stuff" is probably right.

Sex bias is almost the diametric opposite of sex discrimination. Again, very loosely, I would define sex bias as being the underlying network of beliefs or assumptions that we all have, that says women and men are different. Now, I'm not talking about physical differences. Most of us like those. We are glad that human beings come in two varieties. We like the variety. Sex bias is not about physical differences. Physical differences are facts, and you deal with facts and biases differently. What I am talking about is the general assumption that women and men should do different work, spend their spare time differently, express their emotions differently, read different magazines, watch different TV programs, and laugh at different jokes. All of these are kinds of differences which really don't have a whole lot to do with male and female, unless you think they do.

Very few people discriminate. However, everyone is biased--me, too. I know I'm paid not to be, but I grew up in the system like everyone else. The only difference between me and anybody else is that I am better than I used to be at catching myself. The tapes in the back of my head are turned up high, and when old biased reactions come rolling out, (and they do all the time), I catch myself. I may or may not succeed in being able to change my behavior, though I do try.

The second difference between sex discrimination and sex bias is that although sex discrimination happens very seldom, it is important if it only happens once. Biased behavior is absolutely trivial if it only happens once. It only matters if it forms a pattern. It is that pattern that matters, not the individual behavior. That is why we need to learn what those behaviors are, so we can learn how the pattern works. Let me give an example.

Several years ago, I wanted to buy some cassettes for my tape recorder and wasn't sure what kind to get. I walked into a big store, walked right past the counter in the front that had a young woman behind it and toward the back of the room to the counter with two young men. Why? I was looking for advice. Now, the only difference between me and somebody else is that halfway across the room I noticed what I was doing! So, I turned around and went back to the front of the building to ask her my question. Yes, she did know the answer. Were you wondering if she would? I wondered. What if she hadn't known the answer? Would I have then fallen into the phony generalization that women don't know anything about electronics? I might have. This behavior is trivial. I am sure that those people don't

care who sells those cassettes. But suppose a lot of customers go past her towards the two guys in the back. And suppose the business sells on commission. Or what if the boss is trying to decide who they are going to promote this week (or let go this week) and notices who is getting all the customers? Now the pattern matters. Most interesting of all, suppose over the years, one set of sales people get so much more experience than the other set of sales people that they actually get to be better sales people, although they were no different to start with. Now what is the employer going to do? That is how a stereotype can create it own reality.

I believe bias will never be touched by the law. I don't see how the feds could ever make it illegal for me to go past one sales clerk to another clerk. If you see yourself as a compliance officer, perhaps the law is where you need to focus your attention. But if you see yourself as an educator, sex bias is what's important. It is the pattern of sex bias that shapes our students--and ourselves--until the day we die. That is why the first thing to keep in mind is to distinguish between sex discrimination and sex bias.

Second, don't present sex equity as being a new problem. No teacher needs a new problem. We are already up to our ears in old problems, aren't we? As we discuss sex equity, it's important that each of us find out what the old problem is. If you are talking to a remedial reading teacher who wonders why the class is 80 percent male, or someone who wonders why girls seem to avoid math and science and technical subjects, you have some information for him. If you have a guidance counselor who is bent out of shape one morning because a 14-year-old girl came in to proudly say, "I'm pregnant, I'm a woman now," you have some information for them about why she feels that way. If you are talking to counselors or to individuals who are worried about depression in women or men who hate their work, you again, have information for them. How many people in this country hate their work? Do you want to know the person who is most reluctant to face that piece of information? That person is a full-time homemaker married to a man who hates his work. She doesn't want to know. What will she do if he quits? Women are supposed to be in charge of sensitivity, but that is a piece of sensitivity that we have been reluctant to develop. You may also talk with people who are worried about the divorce rate, welfare, family violence. . . I could go on with a list three times as long. Even so, it is almost funny, isn't it? Of all the ills of the world, the only thing I didn't mention was inflation. I haven't figured out a connection between sex equity and inflation yet, although I'm sure there is one.

I don't mean it to be humorous. Neither do I mean to promise more than I can. I don't mean to say that a good sex equity program will mean no more reading problems and no more divorce. I do mean to say that all of the problems that I just named are at least partly grounded in the rigid sex role separations that we call normal--that we all grew up to take for granted. If we could understand the connection, it would at least give us a new way of looking at our old problems, and that would be worth a nickel.

The third lesson we learned was that we cannot "keep it simple." We cannot simply hand out a nice bunch of memos listing different things to do in the classroom. If you go back to your fellow teachers with wonderful materials that you have gotten from a workshop and ask them to do it all differently, they will resist you because sex equity deals with values. It really doesn't deal so much with classroom exercises. Any responsible teacher needs a chance to think through the values questions.

When I was directing the New Pioneer project, vocational education directors would give me 15 minutes on regional meeting programs to explain the project. An hour and a half later, I would still be trying to answer questions on subjects I had not known I would ever have to talk about in public. "If women go to work, isn't that going to ruin the children?" "No son of mine is going to play with a doll." "Are you saying we are all going to look alike?" The last question is the most important, because it has to do with sex identity. Those questions are values questions. They can't be answered quickly. Teachers will need time to study and to think and to talk.

Finally, our program will fail if we don't keep it balanced. Keeping it balanced means including men. When I say men, I don't mean just have their bodies in the classroom. I mean that all of us, male and female, have to believe at an emotional as well as an intellectual level that sex bias hurts men too. It is another of the most useful distinctions between sex discrimination and sex bias.

I think that sex discrimintion does hurt women more than men. That's where the economic factors come into play. Women don't get the jobs, the credit, the mortgages, the promotions and so forth. Men are hurt largely in areas of child custody and alimony; however, that is changing. If you are talking with a woman who has been denied a job because she is female, she doesn't want to hear you say that you think things are just as bad for men. On the other hand, if you are talking about sex bias, (the way we ask other people to bend themselves out of shape in order to fit our preconceptions of what they ought to be like because they are either female or male) we come down just as heavy on men as on women. Again, if we think we are educators rather than compliance officers, we must serve all our students and develop a world that all of our students can live in.

There is something that is concerning me a great deal today. You see it most clearly at the college level, but I think it is happening everywhere. Young women and older women are talking to each other a lot about changing sex roles. Authorities are talking to young women about changing their life plans--but nobody is talking to young men. The college girls who claim to be so liberated about career plans often are not talking about their plans to the men they are dating or to the men they might marry. That young man is going to feel

very double-crossed when he finds out that the woman who said she would be his wife meant something different by "wife" from what he meant. She doesn't think she signed the same contract he thinks he signed, and he is going to feel gypped. He should.

It won't be easy to include men, although it's getting easier as more and more materials are being developed. But there are thousands of filmstrips on sex equity which emphasize women while only a few emphasize men. Spend some of your money on those that emphasize men. Even if the world at large isn't balanced, you can balance your offering. Buy one of the five available filmstrips on men and buy one of the 500 available filmstrips on women and you'll come out balanced.

Men, if you get intrigued with the subject of sex equity, I would ask you to develop a specialty in how bias hurts men. The mere fact that you are yourselves male doesn't make enough of a statement because it is perfectly possible for a man to present a "women's program." He just does it in a fine spirit of generosity and altruism. Rather, I ask you to develop a specialty: with reasoning, thinking, and talking to fellow men, articulate how sex stereotypes affect men. Make it your issue. You are not in it for the ladies. You are not in it for those poor folks who can't take care of themselves. You are in it for yourself.

I'd like to tell a story. I am the first person in the country who hired a male vocational equity coordinator. I'll tell you why I chose him. When he came for the interview, he asked for an explanation of what the job entailed. I gave him a five-minute run down on the subject of girls in carpentry and boys in stenography. His first question was the one that made me prick up my ears and look hard at him: "What is this going to mean to my two-year-old son?" That meant to me that he was going to be able to make sex equity his own.

As a quick strategy to start, find ways to seriously ask the men in your life a very simple question, "What's tough about being male in this country today?" It may be hard sometimes for them to tell you because part of what is tough about being male in this country today is that they are not supposed to complain. I think that's important. The things that I hear men talk about are not what show up in the filmstrips. Rather, they talk about job pressure such as being pushed into jobs they hate and having to stay there. They talk about being cut off from their children. They don't talk about not being able to cry. They don't talk about not being a hair dresser. They talk about things much closer to their own lives, and I think it's important that we all do that. You may feel I've gone a long way from education, but you cannot separate personal from professional.

The first time that Gary, the new sex equity coordinator, and Sylvia, his new colleague, went out to work independent of me, they went to a seventh-grade Introduction to Vocation class in Durham, North Carolina. They asked the students, "If a married couple has small children in the home and the woman is employed and the man is not employed, would it be all right for the father to care for the children?" What they expected to hear was that no self-respecting male would do that. What they got was, "NO!" They were startled at the intensity of the response and asked the kids, "Hey, what's happening here?"

"What's happening here" came out in the discussion with the students: "He'd beat them!" Had they suddenly uncovered a hotbed of child abuse in Carrington Junior High School? No, what they discovered was something simpler and more familiar--a phenomenon called "You wait 'till your father gets home." An awful lot of men have relationships with their children that goes like this: Father comes home, hits the kids, and watches television. Right? He walks in the door and gets his instructions from Momma about the childrens' transgressions for that day. He hands out the appointed punishment. At that point he might like nothing better than to give the kids a hug. But he is not allowed to do that, so he erects a page of the sports section between him and the children and watches Dan Rather on TV.

Children need men. Boy children and girl children need men. I don't know how you can immediately reach the father of each of your students, but I would point out to you that you have tomorrow's parents in your classroom. There is plenty we can do right now within the school system *as soon as we figure out what it is we want.*

There is a program in Greensboro that I like. The high school remedial reading class (80 percent male, matching the average in this country) tutors the first graders in reading once a week. For the price of a bus ride, the first graders get individual tutoring and the high school kids get the reading drills they need so badly but cannot accept for themselves. I spent four years teaching high school nonreaders, and I can tell you that it's hard to ask a 17-year-old nonreader to cope with cat, hat, fat, rat. He can teach it to a 7-year-old without any difficulty at all. Another plus is that about half of the high school kids will find out that kids are interesting. Some of them will make a professional choice based on that discovery. More of them will simply change the way they parent. And wouldn't that be worth the price of a bus ride.

What is our goal? It's been hard to figure out, I think. We've done a lot of pulling, hauling, chopping, and changing to figure this out. I suggest that there are three goals that we have aimed for over the past years in sex equity which have not worked very well. That's not because they were bad goals, but the dynamics of these goals didn't work in human terms.

First, I suggest that we should not have as our goal "the elimination of sex bias." Now I know that it is written all over your materials that we will eliminate sex bias. It's written into the law, after all. I suggest that the dynamics are such that that goal doesn't work. For one thing, it doesn't mean anything. Imagine a world which is exemplifying the elimination of sex bias. Does that phrase produce a clear picture in your mind? It doesn't in mine. Human beings don't think in negatives. We think in positives. We have to know what we do want, not what we don't want.

I don't think you *can* "eliminate" sex bias. After all, I've been thinking nonstop about these issues for ten years and I'm still biased. So my ego requires me to think that you are not going to go home "pure" after a two-day workshop. And even if you could practice perfect, unbiased neutrality in your classroom, I do not think you would have done anything useful. Your students don't need neutrality. They need information about the sex bias "out there" (because even if you are perfect, the world isn't) and most important, about the bias inside themselves. How do they restrict themselves and each other? They need that information even more. You don't accomplish those two things with neutrality.

Second, what about the goal of equality? Again, I don't mean to imply that I wouldn't like to see equality come about. But if you *focus* on equality, it makes trouble. There is no way that you can focus on equality as your goal without getting into all kinds of very negative dynamics such as, whose fault it is, who has it worse, and who is better. Those arguments always come up when you're talking about equality. Another difficulty, by logic, is if all you want is equality, you ought to be satisfied if things are equally bad for everyone. You hear this kind of reasoning in sex equity workshops all the time. A woman will talk about how tough it is to be female these days and a man will say some version of "I wish you would shut up. You don't know how good you've got it. I wish I could have someone take care of me." Notice the logic--shut up. It is inevitable if all you are talking about is equality. What we don't need to do is to figure out ways to shut up. What we do need to do is to figure out ways to reach out and say "Hey, this is hurting you and it's hurting me. Let's get together and fight it. Let's not come to a stand-off because it is hurting us both and therefore you have no right to gripe." Let me repeat, I'm in favor of equality. It is an ingredient of what I think our ultimate goal will be--because we trust and respect our equals. But I don't think you get it if you focus on it.

Third, we have focused on the development of the individual. We must eliminate sex bias so that each individual can develop to be a whole, healthy person and so forth. Of the three goals, this has been the most productive so far. But again, I am not sure you get it if that's what you focus on because we are not only individuals. We are also members of a society and a culture, and many of us begin to get worried when we see the excesses of the "me generation", and question the whole enterprise of equity.

I suggest that we stop thinking about what we don't want and start thinking about what we do want. This is the approach that will work for us in terms of the dynamics of human development.

What we do want is a world in which women and men can trust each other, can respect each other, can like each other, and can feel comfortable together. Isn't that simple? And yet, I think that is what we really need. We really don't care very much if people are traditional or nontraditional workers. What we care about is that people may serve themselves, their families, and their communities, irrespective of what sex they are. What matters is, are they comfortable together, or are they pushing each other into little boxes?

Over the years, I am sure you have had an experience that I've had so many times. You mention something about sex equity and you find yourself in a fight. Right? Has that happened to you? It's terribly frustrating, isn't it? You sit down at the dinner table or in the coffee lounge or wherever, and you mention something that you happened to run across--an article that reports women make 59 cents to every dollar men make or that men die eight years younger than do American women. It's not going to be long before somebody says, "Yeah, you're driving us into an early grave." Right? I used to think that such hostility was simple resistance to change, and that if we could just push it aside we could deal with the real issues. I now believe that was wrong. That hostility is not simple resistance to change. It is not a barrier between us and the issues. Rather, the hostility *is* the issue. Because when hostility is not present, there is no real problem. When the problem of hostility disappears, you are left with problems of skills and problems of management. Problems of skills and management have to do with fact and they are problems that either can or cannot be solved.

To illustrate what I mean by saying that hostility is the problem, let me relate a story. A couple of years ago I flew into Waterloo, Iowa in February. Our plane landed in the middle of one whale of a snowstorm and I scuttled as fast as I could into my taxi. Being a tremendously original person, I said to the taxi driver, "What do you think of the weather?" She said she did not like the weather at all and that she wished it would improve so that she could go back to her dump truck. Well, I was on my way to one of Lenola Ailen's vocational sex equity conferences, so you can imagine how excited I got. This woman was a terrific talker. When we got to the conference, she called in to report a 15-minute personal leave and took over the first 15 minutes of my presentation. These are some of the things she shared with the group. She liked her job a lot. She liked the money. She liked the work. She liked her co-workers, but said it had not all been easy. For the first year or so, she was the only woman in the big construction company where she worked. Perhaps some of you can imagine some of the kinds of things she had to adjust to. One morning she climbed into her truck and discovered that she was sharing the seat with several snakes. She didn't like that. I asked what she thought it meant. She looked at me and said, "Well, I know exactly what it meant. It meant that somebody so bad didn't want me there that he overcame his own fear of snakes to put those things in the truck!" Now you see, folks, that's not a problem with skills. That's not a problem of knowing which lever to pull to make a dump truck dump. That's a problem of the men's hostilities--"Who is she? What is she doing here? Is she going to dump that load on me? Is she going to back over me? It's a good thing they have a beeper on that truck! Is she going to get promoted over me? What's my wife going to say about her being here?"

That's a problem of feelings, not a problem of skills--if she is right.

However, the more experiences I hear about, the more I find it plausible that she may be 180 degrees wrong. In fact, the snakes may have been a compliment--a statement that, "The kid gloves are off, and now you are just one of the boys." For reasons which I don't understand, construction workers are very hard to each other and very hard on newcomers of any color or shape. All construction workers have to prove themselves, and this incident may have been a form of acceptance. I tell you folks, I've heard stories about snakes in lunch boxes, snakes in work boots, snakes in overalls, and snakes in toolboxes. There are a bunch of snakes in construction!

Now perhaps you think you will never have to cope with snakes in a toolbox or snakes in a dump truck. Perhaps this seems very foreign to you. Well, I'm not really suggesting that home economics and industrial arts start offering snake handling classes. What I am suggesting is that this problem has applicability to us all because whether the difficulty was in the men's heads, ("Who is she? What's she doing here?") or in the woman's head because she did not know a compliment when it was hissing at her, the difficulty is still a problem of women and men not understanding each other's world and more important than that, not respecting each other's motives. The men were not ready to say, "She's got seven children to support. That's why she's here." And the woman, in this case, was not ready to give them the benefit of the doubt. "Maybe they are just kidding around." That is a cultural problem. In the long run it's not even a problem of bad intention, but of misunderstanding. That is the thing that I think we really can, not just should, but can deal with.

We must develop trust for the work place and for the family. In the "good old days", families were held together either by very heavy outside pressure, or by mother and father working together. Father going to work and mother staying home isn't the traditional family. You know that. The traditional family was mother and father working together on a farm or in a family-owned business. That was very, very cohesive. The minute you separated the two major parts of the family for most of the day, you had an inherent disunity which we have been struggling to deal with for the last 60 or 70 years.

In the future, working together is not going to hold families together, and external social pressure isn't going to hold families together either. Something else must. Now, I'm not knocking divorce per se. If you are a person who has been fortunate enough to get out of a bad marriage because you picked a bummer, you know that divorce can be a salvation. But I'm also here to tell you that divorce is not your common, garden-variety weekend entertainment. The kids today who get married and think, "Oh well, if it doesn't work out we can always get divorced," should be of concern to all of us. When something goes wrong (and if you have been married, you know that it will) too many of our young people do not see each other as natural allies, but rather as natural objects of blame. "She did it." "He did it." It's been that way ever since Adam and Eve. "She did it Lord--that woman you gave me!" Whether you think that story is the revealed word of God or obscure mythology makes no difference, the psychology is the same. The Devil knew that if he or she wanted to make trouble for the human race, the way to do it was not just to instigate disobedience to God, but to set men and women against each other. If it were only a story of disobedience, they would have eaten the apple together. But that isn't what happened. One ate the apple, the other one blamed. That blame has been around for a long time. But we cannot afford it any longer.

We were taught very early about blame. Think back to when you were in school. Did you ever play boys against the girls in the classroom or out on the playground? How many of you ever did? Remember it? Spelling bees, flash cards, tag, baseball, dodge ball--those are some of the games I've heard about from kids which are still pitting the boys against the girls. Imagine that very nice teacher who set up the Boys-Against-the-Girls Spelling Bee. I ask you, would that teacher have organized a class of black against white? You ask that question in North Carolina and somebody will throw something at you. The very question is insulting. It is not difficult at all for a North Carolina teacher to know that a black-against-white spelling bee would be extraordinarily stupid, and yet we think that boys against girls is cute. We laugh. We giggle and set it up and we all play it. We get sucked into playing it whether we want to or not.

In fact, I heard a fascinating example this past weekend with my husband David playing both roles. We were talking about how tired I was because I had just returned from California. David sympathetically quoted the old poem, "A man may work from sun to sun, but woman's work is never done." That's an anti-male, pro-female poem. Luke, our four-year-old son, thought it was cute and he started saying it all around. He said it to me as I was putting him down for his nap. I said to Luke, "Maybe that used to be true, but that's not true anymore. Now men and women can work together and can rest together." I hoped I had laid it to rest, but the next day, I heard him chanting it to his father and David coming back with "I wonder what's the matter with those women that they don't get their act together so they can get their work done." You see, even though he had introduced the ditty in the first place, he still had to respond. That need to retaliate, to speak up for your own side, is very, very different from individual teasing. We can take all kinds of individual teasing, but when boys are pitted against girls, we have to defend our own side.

You see it in the comics. In a one-shot cartoon called "The Lockhorns", the humor is very sour humor about a married couple who is always locking horns. There's another called the "Battle of the Sexes". I'm not willing to accept the idea that women and men must always lock

horns and I am most deeply not willing to accept the notion that the "Battle of the Sexes" is funny. It causes too much pain.

What do we do? Creating trust between the sexes requires more than integrity. Integrity is the least of our problems. Most human beings are trustworthy in the sense that they are honest and mean well. The problem of trust between the sexes does not have to do with good intention. In fact, one of the things that excites me is how deep the well of good feeling still is, despite everything--how much women and men want to like each other and to trust each other--and to keep reaching out despite all that boys-against-the-girls stuff we have been fed all our lives.

The problem is not a problem of intention, it's a problem of situation. When you start looking into it, you discover that even with the best will in the world, there are conditions that make it hard for women and men to trust each other. There are other conditions that make it easy. The conditions that make it hard are very common in our culture. We've all experienced them. The conditions that make it easy also exist in our culture. They're not common, but all of us have experienced them too. And it isn't terribly difficult to start, as managers, creating those conditions. We are managers--we manage our classroom, we manage our schools, we manage our homes, we mange our churches, and our civic clubs. There are a few people alive who don't manage anything and really change the world. There are not, however, very many of them. Most people do manage something.

The basic condition of distrust is separation. If you can't be together, it's hard for you to get to know each other. It doesn't make it impossible; it just makes it hard. Many of the participants in this conference drove here from other parts of the state. There may have been women and men representing two departments from one school coming in one car. Talking together for a period of two hours or however long it took them to get here made it easier for them to trust each other. They had that period of time to sit and talk about the ball game and to show baby pictures and discover that they have exactly the same problems in home economics as in industrial arts. They got to know each other in a comfortable, easy way. That condition doesn't guarantee trust, but it makes it easier. There are no guarantees. Evil minded people will always exist, but they are not the problem. But the well-intentioned people are the powerful ones because you're not supposed to be mad when, with good intentions, they hurt you.

To create a condition of trust, we can arrange ways for women and men to work together, to eat together, and to play together. If you are running a single-sex classroom and there is somebody down the hall running a single-sex classroom, the two of you can figure out ways of having joint meetings of some description: joint projects, team teaching, etc. The minute you put people in the same room instead of separate rooms, you have made it easier. No guarantees, but it's easier.

I say no guarantees because there are two very powerful weapons I call the Wicked Weapons which will keep people apart even when there are no walls, rules, separate lines to the lunchroom, and no separate faculty lounges. Even when the management mixes people together, there are two weapons which will keep them apart. They will keep themselves apart. The first is called sexual teasing. It was illustrated for me by a Montana principal. He was a very successful young man whose body language made it clear that he didn't want to hear what I had to say. He came up to me during the coffee break. He said, "The first thing you said all morning that made any sense was that business about sexual teasing." When I said, "What do you mean?", he explained, "I run a very informal school, and last week I walked into the cafeteria to kid around with the children as I often do. I saw a little boy and a little girl sitting next to each other. I walked up to them and I said, 'Why Sarah, I see you have a new boyfriend.' I never realized until this morning that they will never sit together again." That teasing separates us. You hear it in the fifth grade, you hear it in high school, college and in the board room. You watched it happen in the Bendix Corporation when Mary Cunningham found her job untenable because "Bill Agee's got a girlfriend." Right? What happened to those people was in no way different from what happens on the school bus. You see, we came out of a culture that tried to repress sex. I'm going to tell you a secret--we failed. Sex is still around. What we did was repress everything else. We repressed friendship. We repressed partnership. We repressed colleagueship. We made people awfully nervous about simply sitting next to each other. So if you have a cafeteria in which all the boys and girls can choose their own seats, for the most part, they will not choose to sit next to each other unless they are girlfriend and boyfriend. They are not interested in that teasing.

A home economics teacher told me the following story. She said that she has a very mixed class. She used to allow her students to choose their own work groups, then she noticed they always chose single-sex groups. Perhaps you have seen the same thing. When she got interested in building partnerships between women and men, she started assigning them alphabetically in order to mix them up by gender, which worked fine. But about two weeks after she made the new assignments, her eyes suddenly shifted into focus and she noticed what the kids were doing. Now, to stop here for a moment before I get into what they were doing, the reason that they make those single sex selections is because of the fear of the weapon, sexual teasing. It's just too much of a hassle for John to say to Mary, "Hey, let's you and me be on the team and get a couple of other people", (unless John and Mary are an acknowledged pair, in which case it's no difficulty). So they don't do it. They choose single-sex teams instead. Once they have chosen the single-sex teams, the second Wicked Weapon comes into play. What the home economics teacher noticed in her class

was that in four of the five teams, the girls had said they would do the measuring and the boys would do the cleaning up. In the fifth team, the girls were doing it all and the boys were sitting still, waiting for the brownies to come out of the oven. Why did they do that? They did that because they have been brought up to believe in the concept of women's work and men's work, they felt a very profound need to reclassify.

Why should we have such a thing as women's work and men's work? This is the second weapon that keeps us separate, that keeps us in our boxes by convincing human beings that we must stay in our places in order to be male or female.

Human beings come in two varieties and we need to feel good about ourselves as male or female. Human beings discovered a long time ago that fellow human beings would do anything for their sex identities. People will do whatever you say a good man or a good woman does; no matter how uncomfortable it may be, no matter how much they may have to bend themselves out of shape. Suppose you need to have people who are willing to jump out of airplanes. That's not immediately reasonable behavior. There are some people, of course, who like jumping out of airplanes and they come in both sexes. But there are other people who are jumping out of airplanes who do not think it's fun at all. Why are they doing that? It is because someone is saying, "Be a man. You're a sissy if you don't jump." The most powerful insult in basic training is to call the men "girls." That is not because girls are awful, (though misogyny may be part of the picture), but because all human beings must feel good about themselves as men or as women.

Suppose you need large numbers of people willing to stay isolated in one house with two or three small children, none of whom speak English. That's uncomfortable for many people, but women will do it and do it very well. Never deny how well they do it. Because our culture has said that's what good women do, women will do it. Now of course, some people like it. Some male people would like it too. But there are lots of folks doing it, and doing it well, who don't much like it. Why? They do it for their sex identity. One definition of adolescence is that it is a condition which ends on the day a person can say with assurance, "I'm a woman," or "I am a man."

For those of us who work with adolescents, it is extremely important to understand that if we are going to free our young people to make professional and personal choices according to their own personal needs and the needs of their communities and families, we have got to turn loose of this particular cheap shot at social coercion. We must be willing to tell our young people they don't have to earn their sex identity. This is the odd concept that human beings pulled off several million years ago, and that we have managed to convince each other of ever since: that your sex identity--your maleness or femaleness-- is not something you can take for granted. It's not something with which you were born. It's something you have to earn.

Our son Silas is nine months old. His sex identity is in very good shape. I believe the cliche is that he is "all boy". Now the reason that he is so comfortably "all boy" is that he has the advantage of not being able to talk, and therefore no one has introduced any doubts into his mind. But they will, and here is how it works: "Boys don't (or girls don't) do what you just did." You tell a girl child that little girls don't get angry and she will stifle the anger because she is and must be a little girl. At the same time you've introduced a doubt into her mind. You are telling her that girls don't get angry, but she just got angry. So, what are you saying about her? You are telling him little boys don't play with dolls, but he did play with that doll. What are you saying about him? You introduce a fear, "Maybe I'm not quite . . . ." We all know people who carry that fear.

The antidote is very simple. It is to reinforce innate sex identity, both formally and informally. Some of you have curricula where you can do it directly. Others of you will find ways to do it indirectly, to find a way to say, "You are a girl. You will be a woman. You're born a boy, and you will be a man. Nothing can change it. Nothing can stop it. It happens for free. You were born with it. You don't have to prove it. It has nothing to do with the work you do."

Because sex-role identity is the burning issue of the teen years, adolescents want to know the answer to other questions: "*When* will I be a Woman?" "*When* will I be a man?" "What do I have to do to make people grant me the status of woman?" At that point we need to say, "You don't have to do anything, honey, you're it. You are "it" when your body changes, not when you get married (because that will push her into marriage early). You are already all of the woman that you will ever be, or all the man that you will ever be on the day that your body changes." Some of you won't state it so boldly, but I am going to state it boldly here in this context because there is a very powerful manipulation that many of us have had used on us.

This is the second odd concept. The first odd concept is that you have to earn your maleness and femaleness. The second odd concept is that there is such a thing as being *more or less of a woman or man.* A woman is something that you either are or are not. There are only two ways not to be a woman. One is to be male. The other is to be a girl. There are only two ways not to be a man; either to be female or to be a boy. You change from being a boy to being a man and from being a girl to being a woman when your body changes. You don't have to prove it. We need to say this over and over. We also need to look out for certain phrases because anytime anybody uses these phrases they are manipulating somebody against their own best interests. If a girl is having someone say to her, "Be more of a woman," you know what is really being said to her. The only time anyone ever says "Be more of a woman," is when somebody wants her to do something that she is not sure she wants to do. The phrase that we use on males is: "If you were half a man . . . (you would do what I

want you to do)." Now that is manipulation! We need to help our kids understand how it works. The way that we will do that is by incorporating this understanding firmly, firmly, firmly in our values.

Through all the workshops you do together, keep looking for ways to establish friendship between the sexes. Fill your minds with friendship images because this is something we can have a mental picture of. We can think what friendship between the sexes looks like. We can imagine a man and woman walking into a teacher's lounge, sitting down next to each other, and saying, "How was your weekend? Did you go to the ball game?" What could be more simple and homey? We can practice those images. Imagine a new person coming on the job and somebody else saying, "I'm glad to see you. May I show you around?" and nobody giggles and says "Having her around certainly will improve the scenery." We can practice those images and absorb the values, and then we simply will not be able to go on the old way.

If you really want boys and girls to be friends, you simply won't tease them when they are. If you really want boys to like girls you won't say "Well John, that's how women are." If you really want girls to like boys, you won't teach them that boys are noisy, crude, or insensitive. When you hear them say it, you won't be able to resist saying, "Hey, wait a minute, I know plenty of men that are not crude, and I know some women who are." If you understand how the division of emotions makes us incomprehensible to each other, you won't be able to bear saying, "Boys don't cry," but rather say, "It wasn't that bad of a scratch," if you feel the kid's crying is inappropriate.

If we really absorb that value of friendship, then our semiconscious behavior will change whether we want it to or not, and we will start consistently finding ways to create the conditions of trust. If we do that, then we will have something that really isn't very complicated: a world in which women and men can look each other in the eye and go forth together to run their world as working partners and as family partners, respecting, trusting, and liking each other.

Strategies for Successful Exploratory Programs

Presenter: Marie Theobald
Stilwell Junior High
West Des Moines, Iowa

Successful exploratory programs in industrial arts and home economics must be designed to be consistent with the philosophy of the junior high school. It is essential to consider the variety of social, emotional, physical, and intellectual developmental levels found in this age group. Therefore, when designing an exploratory curriculum, consider the following:

1. Be sensitive to the individual needs of students.
2. Provide learning activities and experiences that are meaningful to **ALL** students.
3. Select projects and activities that allow students to be **successful.** Help develop a positive self-image.
4. Stress skill improvement, not skill development. Take each individual as far as he/she can go.
5. Take advantage of the **enthusiasm** of the junior high age student.
6. Make students aware of the possibilities for further study in a particular subject area.
7. Begin to make students aware of careers that relate to content and activities in exploratory curriculum areas.
8. Provide classes that are sexually balanced. Give students the opportunity to see each other in nontraditional roles.
9. Realize that when working with a limited amount of time, students will not be experts in the field when they are done with an exploratory course.

At Stilwell Junior High in West Des Moines, all 7th grade students are required to take the exploratory block program. This involves nine-week courses in each of the following areas--art, consumer education, home economics, and industrial arts. The industrial arts course is divided into three weeks of drafting and six weeks of woodworking that includes a short home maintenance unit. One of the purposes of the block program is to make students aware of the courses in these areas that they may take as electives in 8th grade.

The 8th grade industrial arts program is modeled after the *Iowa Guide for Curriculum Improvement in Industrial Arts, K-12.* Materials from the introductory level handbooks in each cluster area, supplements, and other publications are used. The courses are:

Production. 1 semester. This includes metals, plastics, woods, manufacturing, and construction.

Graphic Communications/Energy and Power. 1 semester. The unit begins with two weeks in design. The seven weeks in graphic communications include graphic image generation, reproduction, processing, and management. The nine weeks in energy and power explore electricity, mechanical conversion, energy conservation, and alternatives.

Integrating Nonsexist Concepts Into Home Economics Programs

Presenter: Phyllis M. Yager,
Grant Wood A.E.A.

Agenda

I. Introduction - "Someone Who"

II. The Nonsexist Teacher

A. Make Policy, Not Coffee
B. Sex Fair Check List
C. He Works, She Works
D. Peter and Pam
E. Mind Openers
F. ABC's for Working with Parents

Nonsexist home economics education begins with the teachers. The model, the leader, the innovator is the one person who can set the climate for nonsexist learning. Each teacher must make a personal assessment, a commitment to change, and a plan for movement toward the goal of nonsexist teaching. Teachers must first give themselves and others the right to make mistakes and to correct them. Secondly, they must give themselves the right to grow into MC/NS education.

III. The Nonsexist Curriculum

A. Exit the Dart, Eyeshadow and Meeting Cookies

B. Enter the Dollar, Time, Energy . . . Survival

C. Materials Needed - You can do it FREE!

The nonsexist home economics curriculum isn't much different from a monosexed curriculum - it is just "weeded out a bit." Instead of thinking "girls need this" and "boys need this" or "girls are like this" and "you know how boys are" . . . you should think "what do students need to know for today as well as to be prepared to cope with tomorrow." We must teach skills for living!

IV. Nonsexist Home Economics Activities

A. My Potpourri

B. Your Experiences

C. Ours - Combined for Change

A variety of nonsexist home economics activities that "work" was shared. Enough were presented to allow for picking and choosing and for squeezing into a traditional program.

The participants were involved with many different nonsexist activities during the two-hour session. All of the activities can be readily adapted to classroom use.

V. Conclusion - Begin today to meet tomorrow!

Checklist of Sex-Fair Teaching Behaviors

In my teaching, I:	Always	Usually	Do Not
1) provide the same course content for students of both sexes	____	____	____
2) provide the same learning activities and projects for students (rather than different ones such as more labs for boys, more seat work for girls)	____	____	____
3) set the same standards of behavior for all students in my classroom (i.e., attention, quiet, visiting, etc.)	____	____	____
4) allow all students equal access to tools and equipment (same standards for use apply to students of both sexes)	____	____	____
5) encourage all students to be equally considerate of and courteous to others (instead of boys being chivalrous and girls ladylike)	____	____	____
6) administer the same reprimands or disciplinary actions to students for misbehavior (rather than "John, go see the principal: Jean, see me after class")	____	____	____
7) avoid comparing boys with girls or girls with boys in respect to classroom behaviors, attitudes, and accomplishments (i.e., The girls in this class are setting an excellent example)	____	____	____
8) refer to students' friends as "friends" rather than caustically referring to all friends of the opposite sex as "boyfriend" or "girlfriend"	____	____	____
9) use gender-free terms and occupational titles rather than sex-specific ones (i.e., "human" and "person" instead of "mankind", "man", "policeman", "saleslady")	____	____	____
10) avoid stereotypic phrases such as "boys will be boys" and "girls should act ladylike"	____	____	____
11) give equivalent attention to students of both sexes (rather than more criticism for boys, support for girls, or vice versa)	____	____	____
12) establish the same safety and/or sanitation and dress requirements for all students (i.e., all students with hair a certain length wear hairnets, all students wear coveralls, etc.)	____	____	____
13) establish and apply the same grading system to students of both sexes (not "allowing" for one sex to be less capable)	____	____	____
14) incorporate the topic of sex discrimination, stereotyping, and bias into regular course content and discussion whenever possible	____	____	____
15) provide information to students about expanding occupational and/or family activities for both sexes in areas that have traditionally been considered appropriate for only one sex	____	____	____
16) assist both boys and girls in recognizing that their adult roles will probably include work, parenting, and homemaking	____	____	____
17) involve students in identifying examples of sex discrimination, stereotyping, and bias in textbooks, curriculum materials, media, and other course-related materials such as trade journals, job descriptions, and application forms	____	____	____

	Always	Usually	Do Not
18) help students identify sex discrimination and stereotyping in their education and personal lives	_____	_____	_____
19) request anonymous student evaluations concerning any sex discrimination, stereotyping, or bias they may feel exists in my classroom (i.e., "Do you feel this teacher favors girls over boys?" "Treats boys as if they are not capable?")	_____	_____	_____
20) encourage students to correct me if I "slip" and use specific terms or sexist generalizations (i.e., telling a girl she did a man-sized job)	_____	_____	_____

Overcoming Sex Discrimination and Attaining Sex Equity in Vocational Education: The Social/Educational and Legal Context. Resource Center on Sex Roles in Education, Suite 701, 1201 16th Street NW, Washington, D.C. 20036, 1977, Sec. I, p. VW-2.

Someone Who . . .

Move about the room trying to find a person who fits one of the descriptions below. Have her/him write her/his name in the space provided. Try to find a different person for each space. Continue until all spaces are filled. When through, each person can introduce another and tell something about that person.

Someone with blue eyes

Someone with brown hair

Someone raised in Iowa

Someone with a size 7 shoe

Someone who is a native Iowan

Someone who traveled more than 150 miles to this workshop

Someone whose first name starts with the same initial as yours

Someone who is 5'6" tall

Someone who is 6' tall

Someone who is left handed

Someone who has an older brother

Someone who has a younger sister

Reprinted from *Tips and Topics:* Winter 1977.

Mind Openers

1. A twelfth grader stops to help a woman who is changing a tire on a city street. She yells at him for considering her unable to do it. He limps away confused. A discussion on etiquette the next day in home economics prompts the boy to tell the class about this instance. What is your response as the teacher?

2. A ninth grade student has decided that elementary teaching seems like a good field, as he likes small children. He seeks advice because his friends have begun to ridicule him and question his masculinity. What do you do?

3. Tom, an eighth grader, brings up a personal problem in a class discussion. His dad wants to send him to a third year of basketball school this coming summer. Tom doesn't want to go. He says that all the pressure his dad has put on him about athletics has "kind of taken the fun out of it (basketball for him)". What do you advise?

4. Laura is beginning to register for next year's classes. She wants to take automobile mechanics and has asked you for a few minutes of adult living class time to discuss with some of the boys, the course and problems she might have if she enrolled in the class. If Laura enrolls in auto mechanics she will not have time to take any of your home economics classes. What will you do?

--Amanda Smith,
New Pioneers: A Project to Eliminate Sex Bias in Occupational Education

HE WORKS, SHE WORKS
BUT WHAT DIFFERENT
IMPRESSIONS THEY MAKE

Have you ever found yourself up against the old double-standard at work? Then you know how annoying it can be and how alone you can feel. Supervisors and co-workers still judge us by old stereotypes that say women are emotional, disorganized, and inefficient. Here are some of the most glaring examples of the typical office double-standard.

The family picture is on HIS desk:
Ah, a solid, responsible family man.

The family picture is on HER desk:
Hmm, her family will come before her career.

HIS desk is cluttered:
He's obviously a hard worker and a busy man.

HER desk is cluttered:
She's obviously a disorganized scatterbrain.

HE'S talking with co-workers:
He must be discussing the latest deal.

SHE'S talking with co-workers:
She must be gossiping.

HE'S not at his desk:
He must be at a meeting.

SHE's not at her desk:
She must be in the ladies' room.

HE'S not in the office:
He's meeting customers.

SHE'S not in the office:
She must be out shopping.

HE'S having lunch with the boss:
He's on his way up.

SHE'S having lunch with the boss:
They must be having an affair.

The boss criticized HIM:
He'll improve his performance.

The boss criticized HER:
She'll be very upset.

HE got an unfair deal:
Did he get angry?

SHE got an unfair deal:
Did she cry?

HE'S getting married:
He'll get more settled.

SHE'S getting married:
She'll get pregnant and leave.

HE'S having a baby:
He'll need a raise.

SHE'S having a baby:
She'll cost the company money in maternity benefits.

HE'S going on a business trip:
It's good for his career.

SHE'S going on a business trip:
What does her husband say?

HE'S leaving for a better job:
He recognizes a good opportunity.

SHE'S leaving for a better job:
Women are undependable.

From Paths to Power by Natasha Josefowitz Ph.D. Copyright@ 1980 by Permission of Addison-Wesley Publishing Company

ABCs of Working with Parents

Accept parents as they are.

Believe that parents are sincerely concerned about all aspects of their child's growth and development.

Compliment parents on their child's attitude, behavior, and performance.

Discuss topics that interest parents.

Encourage parents to become involved in their child's education.

Familiarize yourself with each family's situation.

Give parents an opportunity to question and to express their opinions.

Help parents develop confidence in their abilities. Parents have much to offer the school program.

Invite parents to participate in all school activities.

Judge not.

Know the community resources available to parents.

Listen to what parents are saying.

Make every effort to involve all parents. Telephone calls and home visits are helpful.

Never say it can't be done.

Offer opportunities for parents to develop a better understanding of the school program.

Plan appropriate activities for parent volunteers.

Question open-endedly to stimulate more discussion rather than use close-ended questions.

Remember that school is not the only factor influencing the family.

Show that you are genuinely interested in the parents.

Thank parents for attending meetings, serving as volunteers.

Understand that parents have a right to express their opinions.

Vary your approaches to parent involvement.

Welcome parents and be sincere.

X-ray your parent involvement program regularly.

You must help parents feel comfortable and needed.

Zeal on your part is essential to a successful parent involvement program.

. . . from Tuscon Public Schools

How Shall I Live My Life?

Some suggestions for today--
and every day

Mend a quarrel.
Search out a forgotten friend.
Dismiss suspicion, and replace it with trust.
Write a love letter.
Share some treasure.
Give a soft answer.
Encourage youth.
Manifest your loyalty in a word or deed.
Keep a promise.
Find the time.
Forego a grudge.
Forgive an enemy.
Listen.
Apologize if you are wrong.
Try to understand.
Flout envy.
Examine your demands on others.
Think first of someone else.
Appreciate.
Be kind.
Be gentle.
Laugh a little more.
Deserve confidence.
Take up arms against malice.
Decry complacency.
Express your gratitude.
Gladden the heart of a child.
Take pleasure in the beauty and wonder of the earth.
Speak your love,
Speak it again.
Speak it still again.
Speak it still once again.

--Anonymous.

HELP ME, I AM . . .

. . . lost in a vast new world. Help me, I'm scared of people I don't even know. Help me, I want to change, to become a better person, to become a better learner, a better student. Help me to adapt to my new surroundings, to fit in with everyone without losing my individuality. Help me to get along with people, to make new friends. Help me to help others. Help me, I am a sophomore, frightened but excited of new things to come. Help me because life is hard and I need a guiding hand, not to lead me but to help me lead.

Martha Hawtrey, Grade 10
City High, Iowa City
from PLAYWRITES, January, 1981

Out of that Rut

One of a series of advertisements in The Wall Street Journal by United Technologies, of Hartford, Conn.

Oscar Wilde said, "Consistency is the last refuge of the unimaginative."

So stop getting up at 6:05.
Get up at 5:06.
Walk a mile at dawn.
Find a new way to drive to work.
Switch chores with your spouse next Saturday.
Buy a wok.
Study wildflowers.
Stay up alone all night.
Read to the blind.
Start counting brown-eyed blondes or blonds.
Subscribe to an out-of-town paper.
Canoe at midnight.
Don't write to your congressman; take a whole Scout troop to see him.
Learn to speak Italian.
Teach some kid the thing you do best.
Listen to two hours of uninterrupted Mozart.
Take up aerobic dancing.

Leap out of that rut.
Savor life.
Remember, we only pass this way once.

"Just for today" I will try to strengthen my mind. I will learn something useful. I will not be a mental loafer; I will read something that requires effort, thought, and concentration.

"Just for today" I will be unafraid, especially I will not be afraid to be happy, to enjoy what is beautiful, to love and to believe that those I love, love me.

"Just for today" I will have a quiet half hour all by myself. In this half hour I will give thanks for the abundance that is mine.

--From a carton of tea.

Americans have more food to eat than any other people in the world, and more diets to keep us from eating it!

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Santa Rosa, California 95402

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Project Move - Newsletter Free
Dept. Voc. Tech. Ed.
Suny College of Technology
811 Court Street
Utica, New York 13502

Resources for Sex Equity
EDC/WEEA
55 Chapel Street
Newton, Massachusetts 02160

Available free from the Women's Educational Equity Act (WEEA) Publishing Center. If you are concerned about sex-role stereotyping and looking for ways to create positive change, this information catalog is for you.

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Building Classroom Support Systems for the Nontraditional Student

Presenter: Gonzalo Garcia
Texas A & M

The workshop presentation began with introductory comments describing the nature and characteristics of nontraditional students, particularly in relation to multicultural, nonsexist education. Nontraditional students were identified as minority students, male and female students in nontraditional occupations, and disabled students. The focus of the initial introductory remarks centered on: (1) an examination of the common and unique aspects of human motivation and learning, (2) an examination of the effects of prejudice and stereotypic attitudes, and (3) effective strategies for increasing the participation and success of nontraditional students in vocational home economics and industrial arts programs. Findings from the literature and current research on techniques and approaches for combating and reducing prejudices in the classroom/instructional system were presented.

Major components and important variables to consider in creating an appropriate educational environment for developing relevant curriculum content and for enhancing the success of nontraditional learners in industrial arts and home economics vocational education programs were identified and discussed. Additional topics covered in the workshop included: (1) an identification of barriers inhibiting the success of nontraditional students in home economics or industrial arts classes and (2) exemplary practices and specific strategies for developing multicultural, nonsexist education programs and support systems for nontraditional home economics or industrial arts students meeting resistance to learning. A selected number of materials containing information about barriers, strategies, and exemplary practices was distributed to program participants.

Exemplary Practices For Multicultural Nonsexist Education

Developing Learner Analysis Profiles and Individualized, Prescriptive Educational Plans

Employing Personalized and Individualized Instructional Techniques

Utilizing Experiential-Based and Discovery Learning Concepts and Techniques

Using Behavioral Modification and Behavioral Management Techniques

Using Values Clarification Techniques

Developing Strategies for Combating Employer, Educator, Counselor and Student Bias and Stereotyping

Sensitizing Employers, Peers, Educators, and Parents to Multiethnic Groups, Minorities, and Nontraditional Students and Their Capabilities

Using Multicultural Nonsexist Advisory/Craft Committees

Utilizing Minority and Nontraditional Role Models

Common Barriers Preventing Entry into Home Economics and Industrial Arts

Lack of Interest in Nontraditional Occupations and Careers

Negative Attitudes On the Part of Educators, Employers, Friends, and Family

Negative Attitudes on the Part of Educators, Employers, Friends, and Family

Sex-Role Stereotyping Attitudes and Biases

Pressure From Peers, Parents, and Significant Others

Absence or Lack of Technical Exposure and Experiences During Childhood

Differences in Male Female Perceptions and Orientations

Lack of Appropriate Role Models

Lack of Acceptance On the Part of Male Female Students

Important Variables to Consider in Planning Curriculum Content for Multicultural Nonsexist Education

Preferred Learning Styles and Modalities of Students

Relevancy and Appropriateness of Content or Subject Matter Area

Readability Level of Materials Used

Interest Levels and Stimuli Effecting Individuals

Rate and Amount of Information Presented

Sequencing of Information Presented

Sex Bias and Sex Stereotyping Language and Concerns

Strategies For Developing Multicultural Nonsexist Learning

Creating and Maintaining Positive Learning that Promote Multicultural Nonsexist Education

Promoting Understanding and Acceptance of Minority Groups, Women, Multiethnic Groups

Providing Multicultural Educational Experiences to Positively Support Individual Aspirations While Reflecting the Contributions of All Groups

Promoting Understanding and Acceptance of Multiethnic and Nontraditional Students

Developing Activities/Experiences to Promote and Maximize Student Interactions

Developing Mutually Supportive Relationships Between Student-Teachers, Student-Students, and Teacher-Teachers

Promoting Awareness of Sexism and Cultural Bias

Modifying/Adapting Physical Classroom/Shop Environment to Eliminate Barriers to Effective Learning

Facilitating Career Choice, Planning, and Experiences, Free of Sex Bias

Integrating Multicultural Concepts into Industrial Arts Programs

Presenter: Dr. Michael L. Scott
Supervisor, Industrial Arts
Ohio Department of Education

Participants at this workshop session were provided with a rationale for infusing multicultural concepts into industrial arts curricula. Also, methods for adapting/adopting industrial arts curricula which reflects the technological contributions and cultural diversity in the United States were presented.

The rationale for integrating multicultural concepts into industrial arts curricula focused on the following:

- Industrial arts is activity based (learning-by-doing) and therefore allows youth to design, build, and construct artifacts representative of many facets of human endeavor
- Industrial arts provides meaningful exploration of various careers for students of different cultural/racial backgrounds and can offer examples of men and women in traditional and nontraditional career roles
- Industrial arts focuses on the development of intergroup relationships through various group activities
- Industrial arts can reinforce multicultural concepts of other subject areas by allowing youth to learn through the use of tools, materials, and processes as an alternative to verbal expression.

Participants were exposed to the following two strategies for adapting/adopting industrial arts curricula for multicultural education:

1. Identify instructional objectives of a given course, then exploit opportunities that serve to increase one's knowledge or respect of other cultures.

2. Develop specific objectives to enhance appreciation of cultural differences

Some specific suggestions given to participants were:

- Develop community resource lists of helpful organizations and/or agencies (e.g., National Association of Women in Construction (NAWIC) or Urban League)
- Develop cooperative units with teachers in other subject areas
- Ensure that both girls and boys are enrolled in both industrial arts and home economics
- Select media which is multicultural and nonsexist
- Strongly emphasize men and women in nontraditional careers
- Recruit female and minority industrial arts teachers
- Select student projects that reflect their various cultural backgrounds
- Identify technological innovations of various cultural/racial groups
- Use bulletin boards/display cases to display projects which reflect the cultural/racial diversity of the United States.

Equal Rights an Intergroup Education Curriculum for Industrial Arts

Introduction

For several reasons, industrial arts classes are in a rather special position to support the development of intergroup concepts.

Like other arts programs - including much of language arts -industrial arts activities are directly and personally *experience* related. They do not depend heavily on reading or writing skills. Consequently, they give students at a wide variety of academic levels, a fairly equal chance at success.

Moreover, industrial arts requires person-to-person contact. It offers limitless opportunities for joint, cooperative efforts, and thus for significant associations between students of different racial and ethnic backgrounds, and of different sexes.

Finally, as a curricular area which, in the past, has sometimes suffered from various types of *exclusions* - from the tendency to track minority students *into* industrial arts to the tendency to track females *out* of it - industrial arts can provide an important model for equal access to educational programs. At a time when the

demands for technological literacy are increasing, participation by all segments of the student body can result in significant career benefits throughout life.

The only obstacle to achieving these benefits is in our own mind; the notion that learning about the industrial arts necessarily excludes intergroup concerns that the two are somehow different territories. The activities which follow represent an attempt to dispel that hesitation.

Concept I **All Human Beings Belong To One Species**

Objective: Students will develop the understanding that all people are members of the human race, and learn that racism and sexism are cultural phenomena.

Activity:

The industrial arts student will plan, produce, and assemble a photographic essay which reinforces the concept that *all people are members of one human race*. The student should be encouraged to include as many different people as possible in the essay.

The class could be organized into the following theme areas:

work	communication
play	injustice
emotion	hunger
suffering	pleasure

others!

Resources:

cameras	films
developing supplies	darkroom equipment
mounting materials	drafting supplies

Concept II **Difference Is a Reality of the Human Experience**

Objective: Students will be able to recognize and relate to the behaviors exhibited by both sexes, and by racial, ethnic, religious, and socioeconomic groups and their members.

Activity:

The industrial arts class will design and produce an electrical quiz board or box which requires the user to match significant events in United States history related to racial, ethnic, and religious issues of both sexes.

The electrical box could include lights, buzzers, or other electrical circuits. The box should be designed so that the names, dates, events, or pictures could be periodically changed.

Resources:

woods	metals
plastics	electrical supplies
printing materials	hand/power tools
drafting supplies	

Concept III **Differences and Similarities Have Importance and Value**

Objective: Students will be encouraged to expect and accept that each person and group has valuable contributions to make to the total society, because each brings to that society unique attitudes, ideas and experiences.

Activity:

1. The industrial arts class will select an item or artifact which is *basic* to many of the world cultures (past or present). Several examples are: furniture, games, toys, jewelry, and drinking vessels.
2. Each student will select a world culture and research how the artifact selected in step 1 was designed, constructed, and used.
3. Each student will produce the artifact using the appropriate tools, materials, and processes in the industrial arts lab.
4. Each student will participate in a class seminar and present a model artifact for discussion.

Some ideas for a jewelry artifact:

a. Metal formed article (cast, forged, etc.)
b. Carved or machined wood
c. Jewelry made from plastics
d. Ceramic jewelry (glazed or unglazed)

Resources:

woods	metals
plastics	ceramics
hand/power tools	drafting supplies

Concept IV **All People Have Human Needs, Feelings and Problems**

Objective: Students will develop an understanding of human needs, feelings, and problems.

Activity:

The industrial arts student will research, collect, review, and analyze samples of employment of job announcements which are considered racial, ethnic, or sexual stereotypes. The industrial arts class will divide into small groups and each group will design and print a promotion pamphlet for a personnel office. The intent being to attract *all people* to apply for selected job vacancies. The groups of industrial arts students could be organized into unskilled and skilled personnel departments. Each pamphlet should convince the reader that the company practices equal employment.

Resources:

drafting supplies
offset printing machines
photography equipment

Concept V **The Degree of Self-Value Is Related to One's Self-Concept and Group Identity and How These Are Valued By Others**

Objective: Students should develop a positive self-concept based on an understanding and valuing of their own group identities.

Activity:

The industrial arts student will research the use of *graphic symbols* as identifying marks for individuals, companies, and interest groups. The students will discuss psychological group needs which are met by *symbols* and the positive or negative effects on other groups and individuals. The industrial arts class will be divided into small groups and each group will be assigned the task of designing and producing a *logo* or *symbolic* item for one of the following:

1. A black owned and operated manufacturing company
2. A feminist legal counseling company
3. A Spanish-American political party
4. A Mexican-American farmer group
5. A religious-oriented youth group
6. A political coalition of women and minority groups
7. A black or minority employment agency

This activity could be correlated with the art department. Some ideas for symbolic items are: letterhead, weights, paperweights, and advertisements.

Resources:

drafting supplies
metals
offset printing
woods
ceramics
photography

Concept VI **In an Intergroup Relationship There Are Alternative Actions for Each Individual and There Are Different Consequences for the Behavior Selected**

Objective: Students will be able to recognize that there is more than one way to act in an intergroup relationship, therefore, different outcomes are possible.

Activity:

1. Each student in the industrial arts class will make an identical product, for example, a small toy, game, or puzzle. Materials like wood, metal, plastic, and ceramics could be used in the construction. It is important that each student make the same, identical item and that this phase requires 2-3 periods.
2. The industrial arts students will participate in the operation of *line assembly* designed to provide the same product (small toys, games, or puzzles). The objective is to *quickly*, mass produce and assemble the same item which was made by each individual student. The use of production jigs and fixtures would significantly increase the production rate.
3. The industrial arts students will study an alternative mass production technique. For example, many foreign businesses are employing the *group process* approach to mass produce a product. In the group process setting, a small number of people are provided all the necessary parts to make a whole product. They, as a group, decide their own assembly techniques and procedures. Some of the benefits are: decrease in job boredom, increase in productivity, quality, job enrichment, work contentment, and decrease in material shortages. The industrial arts class will form four different groups (4-6 students each) and mass produce the same items as in activities 1 and 2.

Upon completion of the three different means of producing a product, the industrial arts class will analyze and compare the activities using the following guidelines:

a. Quality of product
b. Quantity produced
c. Cost factors

d. Worker satisfaction and unsatisfaction
e. Role of the worker versus management
f. Positive and negative social effects
g. Individual decision making versus group decision making
h. Employment and job advancement opportunities
i. Opportunities for minorities and women

Concept VII **All Groups Tend to Be Ethnocentric**

Objective: Students should develop the understanding that groups cause them to form beliefs which may influence their judgment of others.

Activity:

The industrial arts class will divide into small groups of two to three students. Each group will research and study a particular style of housing. For example, urban and suburban dwellings, apartment houses, model cities, rural homes, etc. The students could expand their study to different cultural dwellings around the world.

After each group has researched a style of housing or shelter, they will construct a scale model of the home using as many authentic materials as possible.

Upon completion of the models, a seminar will be conducted and each group will present their findings and the model to the class. The industrial arts teacher should have the students treat the following concepts related to housing:

a. Cultural influences and tradition
b. People's needs
c. Sparsity
d. Density
e. Climate
f. Construction materials
g. Social influences
h. Economic factors

The teacher should lead students to an understanding of and appreciation for the cultures and identities of differing groups as expressed in their housing.

Resources:

woods	metals
ceramics	plastics
materials from nature	hand/power tools

Concept VIII **No Group or Representatives of Any One Group Have a Monopoly on Achievement**

Objective: The student should recognize that achievements have come from individuals of all racial, ethnic, socioeconomic, national, and religious backgrounds and from members of both sexes.

Activity:

1. The student will construct or build a model or display which identifies a major achievement or contribution made by the individuals or groups representing women, racial, and minorities. The student could use woods, metals, plastics and ceramics to build a model or display. In addition, he or she could use photography and special electrical circuits to add sophistication to the project.
2. Working with the social studies and language arts departments, the industrial arts student will research, write, and print in quantity, a booklet which identifies and describes achievements and contributions made by individuals of minority and women groups. Offset printing, photography, and binding processes could be used.

Following are cluster areas related to the above activities:

sports	science
government	arts
medicine	social change
education	technology
economics	

Resources:

plastics	ceramics
woods	metals
photography	hand/power tools
darkroom	offset printing
binding	silk screen

Concept IX **The Quality of Human Existence Is Dependent on the Degree of Intergroup Cooperation**

Objective: Students will develop an understanding that present societal hostility is a condition of centuries of intergroup conflict, and improved human relations depend upon increased intergroup cooperation.

Activity:

1. Industrial arts students will travel into the community equipped with a camera and film. During the trip, the students will take black and white pictures of practices and projects which were the result of cooperation between minority and majority groups.

   Upon return to the industrial arts classroom, the students will develop the film and produce enlargements. The class will then organize a group printing department and produce a booklet of pictures and descriptions of their photo study.

Resources:

camera
offset printing
binding materials
darkroom equipment
mounting supplies

Concept X **Cultural Pluralism Must Be Recognized as a Basic Value of Any Effectively Functioning Society**

Objective: Students will learn that different cultural behaviors and traditions enrich the total society.

Activity:

Using different materials, (wood, ceramics, metal, plastics), tools, and processes, the students will design and construct one of the following items which can be traced to a specific origin.

Items

musical instruments
games
toys
household items
hand tools
holiday ornaments

Groups (racial, ethnic, religious):

Spanish-American
African-American
Indian
Appalachians
Mexican
Chinese

For the students to be successful in the suggested activities, they will have to consult social studies teachers, the library, and community resources. Upon completion of the *item*, each student will prepare and print a one-page report for distribution to students and community groups. Through the use of offset printing and binding processes, a booklet will be developed with a copy containing each report. The students could be encouraged to design a silk screen cover for the booklet which represents the following theme:

America Is Enriched By Many Different Cultures and Traditions.

A copy of the booklet should be provided to local libraries and governmental agencies. This should be a joint activity with the art department.

Resources:

woods
plastics
silk screen materials
offset printing
metals
ceramics
hand/power tools
binding

Concept XI **The Declaration of Independence and Constitution of This Country Promise Freedom and Equality for All Individuals and Groups**

Objective: Students will know that all citizens of the United States are legally guaranteed the same rights and opportunities.

Activity:

The class will be divided into three groups representing unskilled workers, skilled workers, and professional workers. Each group of students will design and conduct a study to determine how society has treated minority workers and women with respect to *equality*. The studies could relate to any one of the following:

1. Historical time chart of events which helped bring about equality.
2. Pictorial essay depicting present status of employment equality for women and minorities in one's own community. Photography and darkroom experiences should be included in this activity. Pictures will be enlarged, mounted, and arranged to emphasize equality and discriminations among unskilled, skilled, and professional workers.

Resources:

drafting materials
darkroom
hand/power tools
metals
plastics
photography
mounting materials
woods
ceramics

Concept XII **Citizenship Is the Assumption of Individual and Collective Responsibility for the Consequences that Result from Individual and Group Actions and Inactions.**

Objective: Students will learn that each person must deal with the consequences of individual and group actions.

Activity:

The student will participate in the development and implementation of a practical student management system designed for the operation and control of the industrial arts classroom. Individual and group tasks will be identified along with the criteria for the evaluation of each task.

The student will participate in the development of a personnel organization chart and system of a small manufacturing industry. Line and staff positions will be identified and the class will role-play several *job interviews* for both line and staff jobs. Each job interview will be analyzed by the class. For example, did the interviewer practice discrimination against women and minority groups (job position, responsibilities, and salary)? The students will reproduce 50 copies of their work using offset printing processes. The copies will be distributed to social studies teachers and students for integration into the business and economics units of studies.

Resources:

drafting materials
offset printing
binding

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Percentage of Students in Industrial Arts by Racial and Ethnic Groups, Reported by Chairpersons

Indicate the number of students who take industrial arts courses according to each of the following racial or ethnic categories. All students must be accounted for.

Racial or Ethnic Categories	Random Sample N=393*		AIASA Sample N=219*		Exemplary Sample N=110*	
	School	Students Enrolled in IA	School	Students Enrolled in IA	School	Students Enrolled in IA
	N %	N %	N %	N %	N %	N %
American Indian or Alaskan Native	102 26	812 1	47 21	318 1	40 36	292 1
Asian or Pacific Islander	138 35	1777 2	75 34	563 1	53 48	968 2
Hispanic	178 45	6949 6	114 52	3628 6	57 52	1291 3
Black (not Hispanic)	377 96	96100 82	214 98	43707 74	108 98	37048 81
White (not Hispanic)	231 59	11425 10	188 86	11039 19	82 76	6033 13
Total N	393	1127063	219	59255	110	45632

***Number of Schools with Responses in All Racial/Ethnic Categories.**

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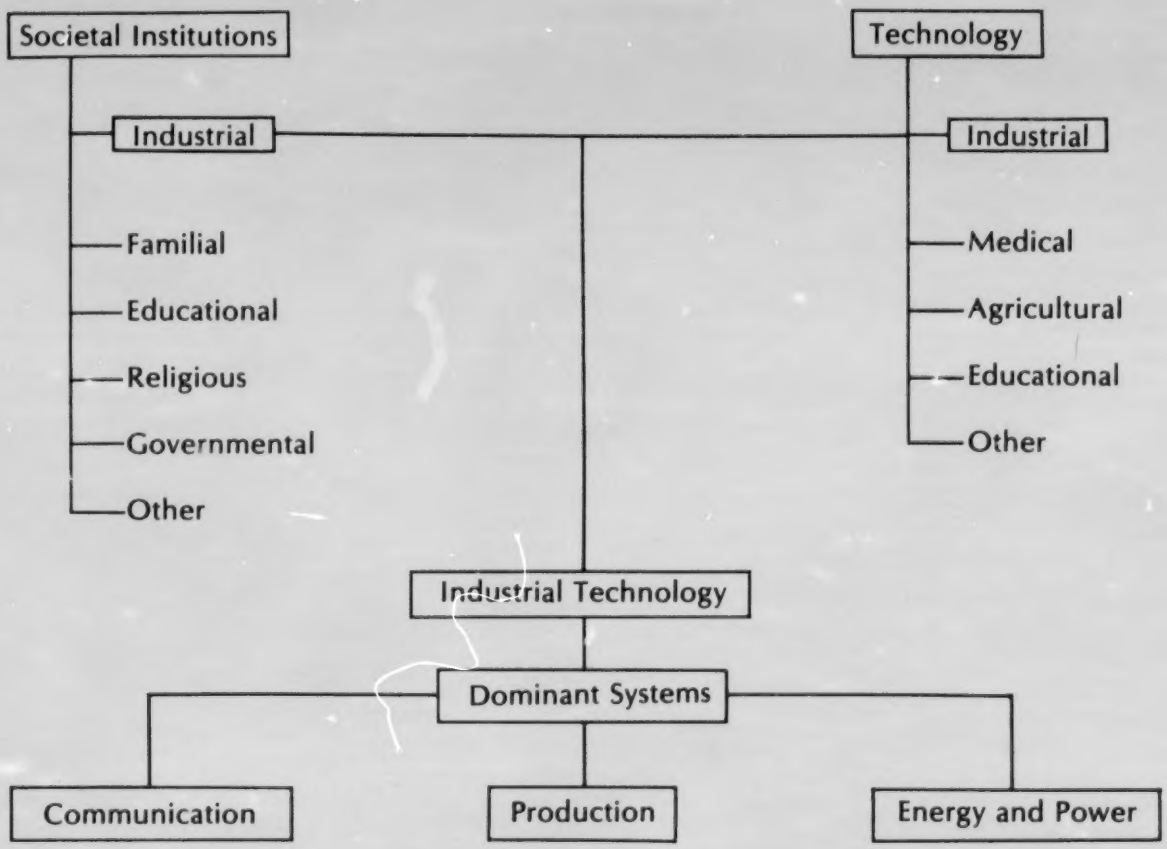
The Content Base for Industrial Art



Transparency #1:

Industry and technology spring from human abilities to reason, solve problems, create, construct, and use materials imaginatively. Because these abilities are an integral part of our technological culture, they should be developed in students to help them understand people and their many diverse cultures.

Premise

Transparency #2:

Develop Technical Skills
Career Exploration
Technological Literacy
Consumer Competence
Cultural Awareness

Purposes of Industrial Arts

Transparency #3:

"Industrial arts is a study of the means by which people change the raw materials of their environment to meet their needs."

Basic Definition of Industrial Arts

Transparency #4:

Phase I

An appropriate basis is presented in the guide

Establish the basis for Industrial Arts in the K-12 school system

Analyze student population to be served
Develop rationale for serving student needs
State general goals

Transparency #5:

Phase II

An appropriate basis is presented in this guide

Establish the basis for Industrial arts on the various operational levels

Analyze student subpopulations to be served

Develop rationale for serving needs of students in the various subpopulations

State operational level goals

Transparency #6:

Phase III

To be developed by local teacher or committee. This guide gives examples

Outline Local Industrial Arts Program

Identify program offering on the various operational levels
Prepare a scope and sequence model of the program offering
Identify competencies to be developed in the specific offerings

Transparency #7:

Phase IV

To be developed by individual teachers. Suggestions are provided in the guide.

Prepare Teaching Plans

Organize content
Develop measurable objectives
Determine learning activities
Select references and resources
Design teaching strategies

Continuous Evaluation and Refinement

Technological Innovations

Innovation	Cultural Group
Papermaking	Asian American
Log Cabin	Swedish
California Reed Hut	Native American
Quarrying Sandstone	(Pueblo) Native American
Buffalo Hide Wigwam	Native American
Sod House	African
Adobe Structures	Spanish
Basket Weaving	Native American
Dulcimer	Appalachian American
Glazes, Pottery, China	Asian American
Pottery	Native American
Beeswax (candlemaking)	Catholics
Rope and Cordage	Egyptian and Native American
Sugar Refining	Black American
Shoe Manufacturing	Black American
Gas Mask	Black American
Traffic Light	Black American
Ceramic Tiles	Spanish
Mortar and Quicklime	European
Peanut Products (wood dyes, soap, linoleum, plastics, flour, paint, ink, and oils)	Black American
Weaving Loom	(Navajo) Native American
Leather Tanning	Native American
Soap	Egyptian

Working Together: Preparing Students for the Integrated Work Place

Presenter: Amanda J. Smith
Sex Equity Consultant
Durham, North Carolina

Even when men and women *try to work together equally*, sometimes it doesn't work. Why?

I. Parallel Cultures
  A. Early socialization affects adult behavior
  B. Two cultures: men (adult)
     women and children
  C. Double standard of mental health
  D. The dual system is not absolute
    1. some women absorbed male culture
    2. some men not heavily macho
  E. Patterns can be broken

II. Patterns Which Keep Men and Women from Working Together Effectively
  A. Daddy Knows Best
    1. Women and children--you have to *know how* to do something before you can take responsibility
    2. Men--you can take responsibility and then learn how
    3. Example--junior high principal's bus routes
    4. No one knows how to do something until they've "been there"
  B. A Man to Lean on
    1. Women-children---dependence as valued trait
    2. May unconsciously give impression they need to be taken care of
    3. Only ask for advice if you need it
    4. Make it clear responsibility is still yours
  C. Ladies First
    1. Women--"You just don't go where you haven't been invited."
    2. Men--uninvited doesn't mean unwanted--make your own decisions about where you have business
    3. Example--New teacher and textbook committee
    4. Jobs often go to those who have already assumed responsibility
  D. Nice Little Girls Don't Fight
    1. Childhood
      a. girls learned to fear anger because women earned their living by being loved
      b. Men and boys--"Go back and hit him again."
    2. Working World
      a. Men express anger freely
      b. Women's tears a problem for men--may have been taught they should give in
  E. Ankles Crossed and Hands Folded
    1. Difficult to "get a handle" on people of the other sex because of lack of nonverbal signals
    2. Sexual Body Language
    3. Passive, or ladylike, body language inspires little confidence
    4. Need for **professional and female** body language

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Section X "Road for Power" of this handbook reflects the content of this session conducted by Amanda Smith.

In this day of affirmative action, it may sometimes seem as though there are no barriers to keep women from rising to the top. Indeed, some people even suspect reverse discrimination in women's favor. Employment discrimination against women has not ended. However, there is another frustrating phenomenon: sometimes, even in situations where everyone, men and women, really wants women to advance to positions of authority, it still just doesn't happen. Why?

From the day a baby is wrapped in pink or blue, it is clear that the sexes are treated differently. What has not been clear is how early socialization affects adult behavior and operates as an instrument of social control.

We are living in two parallel cultures, one for men (adults) and the other for women and children. Members of each culture are only vaguely aware of the existence of the other culture. When women and men try to interact as equals, they treat each other with the rules of their own culture which they assume are universal, but which are actually particular to their own sex.

We hear the expression "separating the men from the boys" because boys are expected to abandon childish ways to become men. We do not hear "separating the women from the girls" because in our society there is no clear division between girls and women. Even psychiatrists and social workers (female and male) have a double standard of mental health, with one concept for men and another for women. According to the professionals in a 1970 study, a woman is healthier and more mature if she is "more submissive, less independent, less adventurous, more easily influenced, less aggressive, less competitive, more excitable in minor crises, more susceptible to hurt feelings, more emotional, more conceited about her appearance, less objective, and more antagonistic toward math and science!"[1] The same description is used to describe an unhealthy, immature man, or adult of unspecified sex. Therefore a mature woman is an immature adult. This concept places a woman in a dilemma; either she enters the "adult" world and is strong enough to have her "femininity" questioned, or she remains with the "women and children," behaves in the prescribed feminine manner, accepting second class status as an adult and a professional.[2]

Most men operate in both worlds, and unconsciously change channels when they switch from adult (business) to female (home or play).

In a leisurely business situation, they may continue to switch channels, as when a college advisor treats his female advisees differently from the males, only faintly aware that he is doing so. But in a high pressure situation, there is no time to make adjustments. Everybody's rough edges show. Women often do in fact get treated as equals, but because they don't know the signals, they don't give the expected responses, and thereby handicap themselves.

We need to learn each other's cultures, not only so that men and women can work together more effectively, but so we can examine the advantages and disadvantages of each, so that we can all have the best of both worlds.

It is important to remember that the dual system is not absolute. As with any generalization, exceptions abound. There are many women (perhaps those with brothers and no sisters, or those who were the "son" their father never had) who absorbed much of the male culture. Many men were not given an extreme macho orientation and absorbed much of the female culture. These people will, no doubt, experience less conflict in the new world of women and men working together.

One shaft of light: most of these patterns are startlingly easy for men and women to break. When women become aware that the assumptions on which they base their actions are culturally female rather than universal, many can make appropriate changes without seventeen years of psychoanalysis. As men stop expecting women to be either "pseudomen" or playmates, they can learn to both work with and evaluate women more effectively.

A few of the patterns which keep women and men from effective working relationships are detailed below.

#1 Daddy Knows Best

Women and children believe that you have to know how to do something before you do it, and someone (probably Daddy) knows what is going on. This leaves women dependent on a "Daddy," a boss, or a cook book for directions. Men, on the other hand, expect to learn how to do something while they do it, on the job. Men often believe that the only basic requirements for a job are a good brain and self-confidence. They may mess up the first time they try, but they take the resulting flack and they learn. Then they have the thing men trust most: not book learning (essentially female), but experience (essentially male).

An example: a woman was selected as the Assistant Principal of a large junior high school. With a brief explanation, she was given the job of establishing bus routes for 1,000 students. She sat at her desk thinking, "This is insane! I don't know how to do this! He didn't explain it at all!" She thought about insisting on more help, and what her principal's reaction would be. Then she thought about the other applicants for her job (all male). Their experiences in teaching were similar to her own; they had never made bus schedules before. She faced the fact that she had as much intelligence and energy as they did.

And then it came home: men don't know what they're doing. They don't *expect* to know what they're doing. They just do it. And they are running the world this way! Actually *no one knows until they've been there.* There's nothing to rely on but good sense. The truth is nobody has all the answers.

This pattern is one of the major ones that keep women out of the action. If there are six people available to do a project, and none of them has ever done it before, the chances are overwhelming that the job will go to a man. A woman will say, believing herself to be making a sensible and universal statement, "I can't do that, I don't know how." A man will say, "Sure, I'll do that. What does it involve?"

Women have disqualified themselves from jobs they wanted and could have done as well as the inexperienced man who did them, because they thought ignorance was an automatic disqualifier. It's not. No one is recommending that you pretend to know something you don't--just that you can take on any project and **find out how to do it.**

#2 A Man To Lean On

In the child-female world, dependence (or the simulation thereof) is a valued trait. In the adult-male world it is not. A man may be delighted to have you lean on his strong right arm in private. On the job, he has other things to do with his right arm. Therefore, if a man is dealing with you as an equal member of the adult world, he does not want dependence, real or feigned.

"Women ask for advice they don't need." The speaker is a male superintendent who was trying to analyze why he felt uneasy about delegating authority for an important committee to a woman. In discussing the assignment with her, she asked him so many questions that he was left with the feeling, "Oh, oh, this is someone I'm going to have to take care of." He, like most managers, was looking for someone to take the ball and run with it, someone to assume responsibility for completing a job, not someone to follow orders to the letter. This woman was capable of doing just that, and had no idea that her style was undercutting her.
If she was conscious of her behavior at all, she was probably performing a charade because she thought she must to get the job.

Instead, she nearly was cut out entirely. She may not actually have thought that "Daddy" knew best, but she behaved as though she did, and, paradoxically, destroyed his confidence in her as an independent person. Playing games such as making a man feel that your ideas were his can be counterproductive in a work situation.

The point is not that you should never ask for advice, but rather that you should do so only when you need it. There is no need to ride around lost for an hour because you hate to stop and ask for directions. And most important, don't shift responsibility. Most men are delighted to help you out, either sincerely or because they are flattered. Men help other men. But they don't want to find themselves saddled with your problems. The project is still yours--you are simply using them as a valuable resource. They want to know that by hook or by crook, **if you took it on, you'll get it done.**

#3 Ladies First

As the gallant gentleman holds the door, saying "After you, my dear," he is not merely showing his good manners, or his appreciation of the honor due to fair womanhood. He is also giving permission to go through the door. The charming gesture is the velvet glove on an iron hand of exclusion that has **convinced women they may go only where someone in authority has invited them.** "One just doesn't go barging in where one isn't wanted." But adult males do not equate being uninvited with being unwanted. They do not hesitate to enter any situation where they know they have legitimate business, and they neither wait for nor expect an invitation.

The ability to make your own decisions about where you have business can cut you in or out of power. Take the case of the woman who had just been transferred to a new school. One day she was in the library where the textbook selection committee was meeting. Her previous school had just gone through the same selection procedure the spring before. She was very familiar with all the proposed texts, as she had chaired the committee. Most of the people in the group were men. She could have pulled up a chair and said, "I've been through the selection procedure. May I join you?" Or someone might have said "Hey, Sally, weren't you the chair of the textbook committee at your other school? Can you give us some advice?" But it didn't happen, so she hovered around the card catalog, worrying. Her opinions were lost, the decisions made without her. Those present believed she knew little about it, on the assumption that if she had known, she would have joined the group. Someone else was chosen chair**man**, and she was left out, with no one knowing how, or even that it had happened. She had lost her chance to be a policy maker.

Taking responsibility is important. Not all responsibility follows the organization chart. Promotions frequently go to those who have already assumed a job informally, but only if those in power know of your interest or expertise. In a large organization with many overlapping sections it is easy to get lost in the shuffle. No one will take the bushel off your light for you!

#4 Nice Little Girls Don't Fight

In traditional society, women earn their living by being loved. This dependence produces the logical corollary that little girls are taught to fear anger above all, and are taught nothing about how to handle it, except by placating or tears. Boys are taught to handle anger easily, indeed many welcome it subconsciously as a sign of achievement or an opportunity for victory. For boys, anger is an accepted part of life: "Go back and hit him again." For girls: "Nice little girls don't fight."

In any organization there will be times when people are overworked, tired, worried, and in a hurry. Anger levels run high. Many men thrive on this, finding it stimulating and self-affirming. Many women are seriously upset by anger, and tears are an inappropriate way of handling it in a professional setting. Actually, the prospect of tears is a major reason why some men don't want to work with women, for men have been taught that they must be helpless before a woman's tears, a situation they obviously want to avoid in a power struggle. If women realize that, rightly or not, anger is an accepted part of the male culture, they can at least keep from being thrown off balance or taking it too personally. at the same time, men may need to examine their emotional work styles, which may be very counterproductive.

A conversation was heard one day in which a woman was apologizing to her boss for something that had made him angry. The response she wanted was, "I realize it's not your fault. I'm not mad." The answer she got was, "Look, it's part of your job to push for things. Sure, sometimes somebody will get mad but that's because you're doing your job. You've got to take some heat if you're going to get anything done." Those words took her a giant step towards liberation. If he had said, "No, dear, I'm not mad," he would have reassured her temporarily, but he would have confirmed her feeling

that his anger was crucial. As it was, he freed her from total dependence on his mood.

Because of this fear of anger, one aspect of the female culture is liberal doses of praise, compliments and reassurance. Men don't "gush," to use a pejorative. **Women need to learn to recognize the ways (practically subliminal by female standards) that men convey approval to each other, so that they will know it when a man who takes them seriously tells them they've done a good job.** One competent, well-paid professional woman quit a challenging job because she felt: "No one appreciates me." She worked very hard, and was respected by the men who worked with her; they couldn't understand why she was leaving. They had given her the same kind of reinforcement they gave each other and then some. In fact, many men may be incapable of giving the amounts of praise she needed, in a working context, though they can do so when they have switched channels to "women and children." If she had understood the culture she was working in, she would have realized the lack of overt praise was no reflection on her. She would have recognized the praise she really was getting. She would have kept her job, which would have been good for her, good for the organization, and good for women. As it was, once again the child-female culture pushed a woman away from power.

Fear of anger is closely related to the feminine attitude of dependence, discussed earlier. One male executive sang the praises of a colleague: "It's such a relief to work with a woman who doesn't need to be reassured all the time." Many women do constantly ask, "Is this what you wanted? Did I do it right?" What they do not realize is that, far from gaining points for being obliging or obedient, they are irritating the manager who has no time to hold their hand, and undermining his confidence in them.

Women can also be undercut by a failure to express their own anger. Men respect anger, properly expressed. Without it, they may think you don't care, or that you are too weak to count. One woman was fired because she had bottled up her resentment at being treated menially, letting no one guess she was upset. Eventually the cork popped, and she came screaming out of her corner in a hysterical rage. Her boss really didn't know what had gotten into her--she had always seemed so calm and unflappable. If she had resisted sooner, she might have been promoted instead of fired.

There is some indication that minority women may be able to deal with pressures of work and anger, as well as express their own anger, better than many white women. It may be that fewer minority women were rendered helpless being brought up as "china dolls." Minority women often say that they were taught to stick up for themselves, and that this has had its advantages.

#5 Ankles Crossed and Hands Folded

Body language: the great mystery! Ankles crossed and hands in the lap may be the right way for Emily Post to sit, but suppose you're applying for a job as, say, Regional Director of Occupational Education?

If two men are having a conversation, dividing up the responsibility on a project, by the end of it each will have come to a conclusion as to whether he can count on the other. Each will have made judgments on such intangibles as whether the other is easy to push around, whether he's lazy, whether he gives up easily or is persistant, yet none of this will have been discussed. It is not clear what their exact signals are, to them or others.

A woman, who has never absorbed these signals because she has not patterned her body behavior on the men she admires, may fail to reassure the man she is talking with that he can count on her. He doesn't know what's missing, he just has a vague feeling of uncertainty. But if he also interviews a man for the same job, the man has an unspoken advantage, because he's easier to "get a handle on." This is one reason why degrees and credentials are so important for women. Men feel unable to judge women's abilities by their usual subconscious means, but they can justify a promotion if she has credentials. "She has a law degree. She must be okay."

Traditionally, a woman's identity is sexual. Much emphasis is placed on being attractive to a man or men. Therefore, women are taught a specifically sexual body language. Many teenaged girls do not realize how sexy their signals are, which can lead to much outrage on blind dates. Men are apt to downplay sensual body language for fear of seeming effeminate. They develop a professional body language appropriate to their specific profession--quite different for a doctor, a salesman, or a lumberjack--and use sexual signals only in specifically sexual situations, if at all.

Most (but not all) women who take their work seriously tone down or cut out the sexual body language while they are on the job. But they are often at a loss as to what to replace it with.

The passive "ladylike" body language may undercut women even more than overt sexuality. Perhaps a woman sits back quietly when a man would be leaning forward gesturing. Perhaps she drops her eyes when he would maintain a steady look. We each have to work out our own way. Whatever the specific signals turn out to be, women must find a way of conveying their competence by their manner as well as their resumes, because the failure to do so is costing them.

Conclusion:

Clearly then, we must all learn to speak each other's language if we are serious about inhabiting the same planet. In a real sense we have not done that up until now.

And if we do? The first and obvious result is that women will have removed a major barrier to their own professional success, and in terms of human freedom, that's important.

But there is a greater long term impact. One of the great contributions of the feminist movement is its insistence that it's okay to be a woman. There is a parallel in the black movement. Twenty years ago, for a black man to be successful, he had to appear "white." Now, black is beautiful, and he no longer needs to straighten his hair to be accepted. Similarly, a woman who wanted to succeed in "a man's world" had to become masculine. No longer. We are learning to stop apologizing for being female.

As women insist on success, as they learn the language of the male world, choosing those parts that are human and rejecting or modifying the rest, and **as women refuse to become "masculine" as the price for being successful, their own characteristics will become associated with success.** Young people will absorb the methods their female bosses use, and will see when they are more effective than parallel modes used by their male bosses. They will adopt methods **because they are effective, not because they are male or female.** Not only will women cease to feel ambition is dangerous, but men need no longer feel that sensitivity is shameful, or that compassion leads to failure.

Strength need no longer be confused with brutality. The insult "effeminate" may drop from the language. Women's success will make the so-called "feminine" respectable and the day may come when no part of the human character is off limits to anyone.

Footnotes

[1]Sandra and Daryl Bem, *Training the Woman to Know Her Place: The Social Antecedents of Women in the World of Work*, Pennsylvania Department of Education, pp. 10-11.

Note: *Most of this presentation is based on an article entitled "Roads Away From Power" by Amanda J. Smith,* High School Journal, *Fall, 1975.*

Bridging the Gap Between Industrial Arts and Home Economics

Presenters: J.M. Adams, MOVE Project
C.J. Farris, State University of New York

Introduction and Overview

Rationale
A basis was built for a cooperative effort between Home Economics and Industrial Arts educators for co-educational programs.

A simulation for bridging the gap
Participants played a simulation game, involving roles that illustrate obstacles to co-ed programs.

Obstacles to co-ed Industrial Arts and Home Economics
A structured overview of obstacles preventing program innovations with a participant dialogue relating the simulation with their own experience.

Brainstorming ideas for bridging the gap
Participants were involved with developing ideas that overcome obstacles to co-ed Industrial Arts and Home Economics

An implementation model
A presentation of one implementation model for co-ed Home Economics and Industrial Arts

Developing ideas for curriculum and delivering systems for co-ed Industrial Arts and Home Economics (small groups)

Task to complete in small group:

You have all just been hired as teams of teachers in a newly completed school. An innovative administration has given you the go ahead to implement a cooperative, co-ed program in Home Economics and Industrial Arts. Please address the following 4 areas:

1. Curriculum commonalities to build the program upon
2. Projects for students
3. Scheduling
4. Pitfalls to avoid in team planning

Small group reports and summary

Ideas that are developed by the small groups will be written up for possible future distribution.

Transparency No. 1

Bridging the Gap Between Home Economics and Industrial Arts

Rationale

A Simulation Game

Obstacles to Co-Ed Industrial Arts & Home Economics

Brainstorming

An Implementation Model

Developing Ideas for Curriculum & Delivery

Summary & Conclusions

Activity

Simulation: The MOVERS Game (Maximizing Opportunities for Vocational Education)

This is a simulation of a committee meeting dealing with a proposal which would require all junior high boys and girls to take both home economics and industrial arts. Through role playing, various stereotypes of industrial arts and home economics plus sex-role stereotypes are disclosed, as well as other obstacles which may prevent males and females from benefiting from both subject matter areas. These various factors which can prevent effective co-ed programs are reported on by group observers and the total group identifies ways to overcome the obstacles.

Transparency No. 2

Rationale

The Basis for Home Economics & Industrial Arts

A Problem
Industrial Arts is for boys.
Home Economics is for girls.

Speaking of Numbers

Logical Questions

Transparency No. 3

Obstacles to Co-Ed Programs in Industrial Arts and Home Economics

Teacher Isolation

Local School Administrators

Curriculum Constraints

Facility Limitations

School Counselors

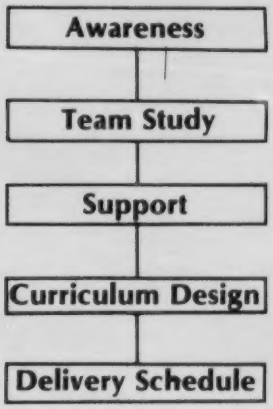
Teacher Background

lack of Community/Parent Support

Images and Stereotypes

Transparency No. 4

An Implementation Model



Activity

Scenario

You have all just been hired as teams of teachers in a newly completed school. An innovative administration has given you the go-ahead to implement a cooperative, co-ed program in home economics and industrial arts.

Task

Please consider the following four areas. (Written responses of all groups will be transcribed and distributed by mail to all workshop participants.)

1. Curriculum commonalities upon which to build the program
2. Student projects
3. Scheduling????
4. Pitfalls to avoid in team planning

Curriculum Commonalities

The following ideas were suggested by participants as commonalities to build joint industrial arts and home economics programs:

Human relations skills: social--interpersonal

Cooperative skills/working with others

Psychomotor development

Good work habits

Hands-on/lab projects (intrinsically motivating)

Career exploration

Safety

Use and care of equipment

Consumer information/skills/education

Design principles

Management and planning use of resources

Decision making

Following directions

Household maintenance skills

Creativity

Leisure time activities and skills

Life time prespective--life cycles & needs

Quality of life/satisfaction

Alternative lifestyles

Learning to live with technological change

Housing

Energy information and awareness

Economics

Environmental awareness

Development of positive self concepts

Values clarification

Being comfortable with tools and equipment

Similar teaching styles

Joint Projects

The following projects were suggested by participants as ideas already in use or as suggestions for future use:

Design home (plan use of space, energy, colors and materials)

Community beautification projects (examples: swings & benches)

Toys for children: planning and building

Equipment repair: electric plugs, upholstery tears, painting, grease/oiling

Combining materials such as wood, cloth, plastic, metal & leather

Maintenance projects: equipment, home, furnishings, fabrics

Planning for and accommodating handicapped persons (awareness)

Safety rules (posters, etc)

Nutrition guides and posters

Refurbishing areas--develop an area as a student lounge, entrance, teachers' lounge

Kites (Industrial Arts--cut, notch, make frames; Home Economics make patterns, stitch, dye)

Energy conservation, examples:
- fabric-windows/treatments
- window glazing, weather stripping
- solar cooker
- T-shirts

Knitting bags (Industrial Arts--wood frames; H. E. fabric, sewing)

Lab aprons

Camping stools

Understanding computer (example: use for comparative shopping)

Make cutting boards and bread for gifts to sell

Joint club meetings--public relations

Metric--measuring, volume, line, area

Home maintenance, utilities, energy conservation, design, space, energy monitoring

Refinishing--wood, re-covering--fabric

Materials lists -- comparative shopping for projects

Services--what they are, how to use

Field trips, housing, shopping, building materials, household materials

Scheduling

The following concerns and ideas were identified by participants from their experiences in scheduling co-ed programs:

Double periods

Same general location if possible or scheduling to deal with different locations

Schedule classes together at certain times - such as for team planning, team teaching, and resource people, for example, having classes meet together two weeks (before and after) regular, 9-week blocks

Common/shared planning time

Same class periods - to share class speakers, field trips

Same number of boys and girls in classes, same class sizes

Larger time blocks, fewer meetings per week

Use both single and double class periods during the week

Team Planning

The following ideas were suggested by participants as areas for attention to maximize effective team work:

Deal with "turfism", past history; preconceived notions of each other; and courses, not departments

Decide on and use common, but not stereotyped terms

Identify unique and shared problems

Bring in neutral leadership (consider asking a counselor)

Keep commonalities and curriculum goals in sight

Set up structure that reinforces team planning, be sure to allow enough time

Establish joint/shared leadership

Communicate and share philosophies

Work for consensus

Compromise sacrifices

Be believers in being able to do it

Understand the differences between team planning and team teaching

Realize that developing teamwork takes planning, practice, and time

Consider bringing in other areas, such as business, art, or music

Develop pros and cons of various alternatives for scheduling (example: semester vs. 9 week courses)

Any of the following products may be ordered from PROJECT MOVE, Department of Voc. Tech. Educ., Suny College of Technology, 811 Court Street, Utica, N.Y. 13502, or by phoning (315) 792-3535. Fees cover duplicating and mailing costs.

Source Book: *Expanding Adolescent Role Expectations: Information, Activities Resources for Vocational Educators.* (1978) A comprehensive source book that includes background information; fact sheets; checklists; guidelines; resources; bibliographies; and activities on sex stereotyping and bias, the changing labor force and family, legislation, educators and adolescents, textbooks, A-V materials, testing, career education, and occupational recruitment. (138 pp.)

Filmstrip and Tape Cassette: "Expanding Roles in a Changing World." Eight minutes, includes audio tape with audible and nonaudible advance. Demonstrates how sex-role stereotyping limits people in respect to changing family and work force roles.

Project Move Bulletin. A bimonthly newsletter that reports recent news on sex equity in education, new resources, and various activities and strategies being implemented for the elimination of sex stereotyping and bias by teachers in New York State. Mailed by request at no cost, as long as adequate funding is available.

Program Planning Kit. Guidelines and step-by-step directions for planning a sex equity workshop or program, including planning sheets and examples of programs. Fact sheets and questionnaires on legislation, changing work and family roles, adolescents, and sex-fair teaching behaviors are provided along with several group activities frequently used by the Project MOVE staff.

Methods Used For Evaluation (Packet of Assessment Instruments). This packet includes a chart that lists the various sources of data and how they are used for evaluating the courses offered through Project MOVE. The packet has the following questionnaires as well as an explanation and key for each: attitude questionnaire; student checklist on sex-biased, sex-fair teaching behaviors; knowledge quiz on the changing family and work force; legislative quizzes; a youth group survey on knowledge and attitudes about changing roles; plus course evaluation forms and a questionnaire for follow-up of class participants.

Bingo Game: "Expanding Roles." Based upon true and false statements about changes in work force and family and the effects of sex stereotyping. Includes 30 cards, markers, other ideas for use, etc. (An additional 10 Bingo cards are available for 60 cents more.)

"The Game of Cesshee" (Directions): Conflicts in Eliminating Sex Stereotyping in Home Economics Education. A simulation activity which identifies and clarifies how stereotyping of home economics and sex role stereotyping can limit enrollment of males and females in home economics courses.

"The Movers Game" (Directions): Simulation activity for 1) identifying how stereotyping of vocational education and sex stereotyping limit enrollment in vocational courses and programs, and for 2) developing strategies for overcoming these stereotypes.

"More-IA Game" (Directions): "Maximizing Opportunities for Recruiting Enrollment in Industrial Arts." A simulation activity which identifies and clarifies how sex role stereotyping can limit enrollment of females in industrial arts courses and programs.

ERA "Bingo Game" (Directions): A game based upon a Bingo format which uses factual information about the Equal Rights Amendment.

Set of Nine Learning Packets: Developed for the Project MOVE graduate course on sex equity and facilitating change. Topics covered include sex stereotyping, legislation, the changing family and work force, adolescents, how educators make a difference, the language of sexism, reaching parents and potential students, developing and implementing a project, and sources of funding.

Cartoons: "Sex Equity in American Life." Set I. First of 3 sets: 12 cartoons on 8 1/2" by 11" white, index stock. Suitable for bulletin boards; ideas for other uses.

Reports: The following reports are available for cost of duplicating and mailing from Project MOVE.

"In-Service for Reducing Sex Stereotyping in Vocational Education", 1977. A final report of a pilot project that provides evaluative data obtained from control and experimental (workshop) groups and gives assumptions and guidelines for planning and presenting effective in-service programs. (34 pp.)

"Eliminating Sex Bias in Vocational Youth Group Organizations." Report of one phase of a three phase project. Provides a summary of a leadership camp program for New York State Vocational youth group leaders and advisors. (29 pp.)

"Vocational and 4-H Youth Group Members' Knowledge and Attitudes Concerning Expanding Roles." Report of one phase of a three phase project, the results of a survey of knowledge and attitudes of New York State youth concerning changing labor force, changing family roles, and sex role stereotyping. (23 pp.)

"State-Wide Vocational In-Service for Reducing Sex Stereotyping and Bias," 1977-78. A status report describing the in-service programs, initial in-service evaluation results plus other project activities. (78 pp.)

"Report on a Sex Equity Conference for Vocational Teacher Educators," 1979. Description of the planning, program, evaluation, and outcomes of a working conference for vocational teacher educators from colleges and universities throughout New York State. (44 pp.)

"State-Wide Vocational In-Service for Reducing Sex Stereotyping and Bias," 1978-1979. A status report describing the in-service program, immediate and follow-up evaluation results plus other Project MOVE activities.

Please make all checks payable to:
PROJECT MOVE/COLLEGE ASSOCIATION

Project MOVE is funded by the Office of Occupational and Continuing Education, New York State Education Department and is located at SUNY College of Technology, Dept. of Vocational Technical Education, 811 Court Street, Utica, New York 13502 (315) 792-3535.

1. Project MOVE bulletin, maximizing options in vocational education. Available from Project MOVE, Dept. Voc. Tech. Ed. SUNY College of Technology, 811 Court Street, Utica, N.Y. 13502.

Additional handouts included:

Project MOVE Bulletin; Maximizing Options in Vocational Education. It is available from Project MOVE, Dept. Voc. Tech. Ed., SUNY College of Technology, 811 Court Street, Utica, N.Y. 13502.

Integrating Nonsexist Concepts into Industrial Arts Programs

Presenter: Jim Knight
Ohio State University

Agenda

I. A review of the process through which people go when making an attitudinal change. This was highlighted by several personal anecdotes during which the presenter identified experiences that influenced a personal change of attitude for him.

II. A general discussion was held regarding the strategies to encourage students to enroll in industrial arts programs based upon interest and ability and not upon the sex of the student.

III. Strategies for retaining students, especially students in the minority, were identified and discussed. It was noted that a nonsexist curriculum would be very important in this process and specific strategies were identified.

IV. In summarizing it was noted that the whole notion of sex equity produces results beneficial for **all** students. As teachers integrate nonsexist concepts into their curriculum, students and teachers will benefit.

Strategies for Recruiting Female Students in Industrial Arts Programs

1. Remove the generic "he" from recruitment materials.
2. Include both males and females in slides, posters, and brochures.
3. Provide "hands on" experience for students who are exploring industrial arts.
4. Change stereotyped course titles.
5. Identify support persons to assist the students in nontraditional programs.
6. Utilize student organizations.
7. Teach parents through open houses, etc., about the industrial arts program.
8. Identify appropriate role models.

The following were items identified for retention of female students in industrial arts programs.

1. Recruit more than one female at a time.
2. Develop support sessions.
3. Identify and utilize support persons.
4. Utilize nonsexist materials or sexist materials in a nonsexist way.
5. Provide support early on (within the first month) for both the female students and the teachers.
6. Utilize the student organization.
7. Make sure the curriculum is appropriate and relevant for the female students.
8. Utilize role models in the instructional program.

A summary discussion was then held on how to work with others in helping them understand that sex equity is simply a program designed to expand career options for all students.

Additional handouts included:

A checklist to ensure sex fairness in vocational curriculum materials. It could not be included in this publication due to the lack of accurate source information.

Working with Elementary Staff Members to Promote Multicultural Nonsexist Home Economics and Industrial Arts Programs

Presenters: Alita V. Siasoco, Counselor, Council Bluffs
Sheilah Manley, Human Relations Consultant, Des Moines

Agenda

Elementary teachers teach in all areas that secondary teachers do, but it may be called by another name. Participants in this workshop explored content and basic skills related to home economics and industrial arts which are usually taught in elementary programs. Strategies for working with elementary teachers to reduce stereotypes students may have about industrial arts and home economics were discussed. A selective bibliography of related resources was disseminated.

The following agenda was used to bring about desired outcomes for the workshop.

I. Greetings and Welcome
   Warm-up and Trust-Building
   Valuing Activity

II. Awareness and Sensitivity
   Elementary/Secondary Curriculum
   People-at-Work Pictures (triads)

III. "Hands"- Career Opportunities
   Language
   Suggested Activities
   Strategies for Promoting Sex Equity

IV. Questions/Answers
   Closing

Introduction and Overview

The presentation as planned was an experiential-facilitative based one. By using varied activities, the presenters dealt with multicultural and nonsexist issues in the elementary schools.

The audience for this workshop was secondary industrial arts and home economics teachers. The presenters are aware of the developmental fact that at the lower levels, attitudes are strongly influenced. Elementary teachers are crucial in this process. Therefore, by giving secondary teachers information, skills, and suggestions to pass on to elementary teachers, these relevant issues in M/C and N/S will be brought to light and worked on at both levels of schooling.

The participants took with them handouts of activities and other information used during the workshop. A bibliography is included in this packet.

Find Someone:

Who has at least two of your initials
Who uses a pressing foot
Who fixes their bike
Who has finished driftwood
Who does the household budget
Who knows what a tailor's ham is
Who would like to catch up on the soaps
Whose father likes/liked to cook
Who strips and restores furniture for a hobby
Who knows another name for an English cut roast
Who knows what a chuck is
Who likes to make toys
Who knows how to fix hasenpfeffer
Who wears custom made clothes
Who knows how a rule joint is used
Who is an expert on child development
Who would rather be working in the garden right now
Whose mother does/did the minor repair of household items
Who's having fun getting acquainted with you

Suggested Activities

The elementary school teachers are vital influences on the students' attitudes toward career choices. Progressing farther into the secondary setting, the students are made more aware of the opportunities available for both men and women. The secondary teachers will be able to impact the attitudes better if the students are "primed" for the succeeding years at the lower levels. With this in mind, the following are suggested activities which the high school teachers may share with elementary teachers.

1. **Presenting role-models** Examples: invite speakers from nontraditional occupations to talk with the students. Persons may be a male nurse or secretary, a female telephone installer, etc.

2. **Small groups** Groups may be formed according to interest. Membership in this group should be composed of male and female students. Example: Baby-sitting Clubs, Home Arts Club, etc.

3. **Community organizations** Elementary students may do a study of different groups in the community. Titles, functions, and memberships may be analyzed; sex roles noted. Example: Men's Garden Club, Women's Garden Club, Jaycees-Jayceettes, YWCA-YMCA, etc.

4. **School staffing patterns** Students may study the composition of school staff. They may look at staffing patterns. Questions to be answered may be the following: How many P.E. teachers are men? women? Are all building principals men? At the Central Office, what are the job titles for men, women? The School Board members, how many are women, men? etc.

5. **Assignment patterns** When the teacher lines up students, does he/she say, girls first? When the teacher will practice for a program, are the boys assigned soldier roles? When asking students to run an errand, do boys get to run the projector and girls collect attendance slips?

6. **A project to do** Discuss with students the occupation of their parents. Ask interview questions like "Why did you choose the job that you have?" Note how many choices are based on conventional sex-role images.

7. **Conversation** In general conversations, make elementary teachers aware of comments like "just like a women driver," "just a housewife" etc.

8. **Interview project** Suggest to elementary teachers that this project be undertaken. Let students look at and interview people who do not have traditional sex-role jobs. Ask, "what advantages do these people have?" "What are their problems?" "What do they think of themselves?" "What do others think of them?"

9. **Analyzing textbooks** Elementary teachers and students can use the textbooks and other media used in the classroom to analyze for sex bias and sex-role stereotyping.

10. **Job survey** Elementary teachers may work with their students on a survey to see how many of their mothers work outside their homes and what kinds of jobs they do. How many single parent families are there? Who does what household chores? Compare the results with the typical family portrayed or pictured in traditional textbooks (or media ads, or t.v. programs, etc.)

11. **Working with handicapped** Elementary teachers may provide students with experiences that will make them understand that handicapped people are a viable part of our work force. Activities may be: interviewing parents and neighbors to discover if they have handicapped people as co-workers (other examples in handout on the "Handicapped: Viable Contributors to Our Work Force").

12. **Cultural history of foods** One activity which elementary teachers may do with their classes is: "Discovering the Cultural History of Foods", a hand out which describes the unit of study is part of this presentation.

13. **Differences Distinguished By Dress** This project may be undertaken by elementary teachers and their students. Items 12 and 13 will make the students aware of cultural differences. The home economics curriculum will be given a slant and the thrust will be the understanding and respect for all people in the American society.

14. **Multicultural industrial arts** Industrial arts teachers may take a multicultural point of view in their curriculum. Many of the graceful, precise aspects of the Asian culture have had a strong influence on American art forms, materials used, and architecture.

    An anlalysis of different cars on the market will bring out the differences in technology. Imported cars designed by Japanese and German engineers will be interesting to the students. In the culminating activity, the presence of Japanese immigrants to the U.S. can be mentioned. A historical review of their contributions to the American way of life will bring out an appreciation of the incoming culture.

15. **Personality assessment: the Chinese immigrant** Traditionally, the Chinese immigrants were stereotyped as laundry workers. In the discussion of home management, clothing care, or other related topics, a positive image of this minority group could be shared. The Chinese worker toiled on the building of the railroad to the West. This fact could be discussed as part of the curriculum on personality assessment. It can be pointed out that these people were known for their industriousness, aside from the usual ability to cook Chinese food.

16. **Touch base with the Black Americans** Included in this workshop handout is one on "Famous Black Americans: Biographical Information". All kinds of occupations are depicted in this sheet. Whether you are teaching vocational education or home economics, the material can be integrated into your teaching.

The Handicapped: Viable Contributors to Our Work Force

The physically handicapped are frequently discriminated against because many people are not aware of their abilities and contributions to society.

Time: Ongoing

Experiences:

To provide students with an understanding that handicapped people are a viable part of our work force.

Suggestions:

Students should determine where handicapped persons are employed and whether these positions are at the management or staff level.

This may be facilitated by interviewing parents and neighbors to discover if they have any handicapped people as co-workers.

Students should visit places of employment and discuss the job performance of the handicapped with individuals who employ them. Questions should be asked regarding their work productivity.

If possible, students should have the opportunity to interview the handicapped regarding their thoughts on employment in general.

Students should do research on the varied contributions of well-known handicapped people (e.g., Thomas Edison, Franklin D. Roosevelt, Jill Kinmont, Roy Campanella, Jose Feliciano, Max Kleland).

Handicapped persons should be invited to visit the class and discuss their treatment by society in general and their reactions to this treatment.

Reprinted from: "In Praise of Diversity: Multicultural Classroom Application", by Gloria Grant, Ed. pp. 71-72.

Differences Distinguished by Dress

Although clothing is considered to be one of the three basic human needs, people frequently use head coverings and body ornaments to signify cultural or religious traditions, occupations, status, or individual preference rather than as mere protection from the elements. Since many children tend to ridicule people who dress differently from the norm, it is important for them to understand the reasons for variations in dress.

Experiences:	Suggestions:
To aid students in recognizing the intent of body ornaments.	Using appropriate pictures of people wearing a variety of body ornaments, the teacher (or students who have researched the topic) should lead a discussion on the following reasons for body ornamentation: 1) decorative; 2) religious (Christian, Jewish, Buddhist, Native American); 3) ceremonial; 4) functional; 5) status and wealth; and 6) male and female differences. Students should collect and bring into class different body ornaments. The significance and origin of the materials should be labeled, and they should be organized into a classroom center.
Experiences:	Suggestions:
To sensitize students to the intent of a variety of head coverings.	The teacher should use appropriate pictures of people wearing a wide variety of head coverings to encourage student discussion of the reasons for different ways of covering the head. Examples might include the following: 1) protective armor (in war during medieval times); 2) organization headgear (e.g., Scouts, Shriners); 3) religious symbolism (e.g., Jewish yamulkas, rebozos, purdahs); 4) occupational head coverings (e.g., hard hats); and 5) sports gear (e.g., swim caps, football helmets, racing masks and helmets). Students should collect and bring into class a variety of head coverings, the significance and origin of these should be labeled and they should be placed in the center with the collected body ornaments.
Experiences:	Suggestions:
To provide students with opportunities to make their own head coverings.	Using such materials as silk, cotton, paper mache, wool, cardboard, etc., in addition to others listed under body ornaments, students should be encouraged to make their own unique head coverings. Finished products should be displayed to the class.

(Taken from: "In Praise of Diversity, Multicultural Classroom Applications" Gloria Grant, Ed. pp. 159-160)

Discovering the Cultural History of Foods

Foods eaten in the United States reflect the diversity of its citizens. Many foods have their origins in distinct cultural traditions. Therefore, an exploration of the origins of different foods can provide insight into the particular cultural group represented.

Experiences:	Suggestions:
To aid students in identifying their favorite foods.	Students should make a list of their favorite foods and bring pictures of them if possible. They should then make a graph of class preferences to demonstrate common favorites.
Experiences:	Suggestions:
To help students discover the cultural origin of their favorite food.	Students should be asked if they know the cultural history of their favorite food. Various cookbooks descriptive of different cultural foods should be displayed in the room library. Students should explore the cookbooks, and examine the different recipes and illustrations in order to collect needed information. Foods that have a common cultural history should be grouped together and their origin should be discussed. A good learning center should be set up in the room to display the research reports and pictures.
Experiences:	Suggestions:
To promote an understanding of why certain foods are eaten by particular groups.	The students should construct a large state, national, and world map. They should mark the food at its original location and trace what forces led to the use of a food in a particular location.
Experiences:	Suggestions:
To help students become familiar with the foods from a cultural background with which they were not previously acquainted.	Student committees should select foods from a common cultural origin and prepare food samples for the class. These food samples should be shared with the class as students give the oral report on their favorite food. In lieu of committee participation, individual students may offer special family recipes for class experiences. The students would be responsible for organizing the food preparation and selecting other class members to help. As the class samples the food, the student would be responsible for providing them with an overview of the traditions behind the food.
Experiences:	Suggestions:
To share with family members the multicultural understanding acquired in school.	Students should plan a dinner for family and community members, for example, a smorgasbord of foods representative of various cultures. They should develop displays and short talks to inform their guests on the results of their study.

(Reprinted from "In Praise of Diversity: Multicultural Classroom Applications", by Gloria Grant, Ed., pp. 151-152)

Famous Black Americans: Biographical Information

Henry (Hank) Aaron (1934-)
Baseball superstar. While with the Atlanta Braves, he broke Babe Ruth's career homerun record in 1974.

Muhammad Ali (1942-)
Boxing champion. In 1964 Ali became world heavyweight boxing champion. He began his professional boxing career after winning the heavyweight title at the 1960 Olympics. Previously known as Cassius Clay, he changed his name when he adopted the Black Muslim religion.

Marian Anderson (1902-)
Opera contralto. She made her opera debut at the Metropolitan Opera in New York in 1955, becoming the first black to sing with the company. Anderson peformed before a gathering of 75,000 people on the steps of the Lincoln Memorial in 1939 after being refused permission to sing in Constitution Hall.

Louis Armstrong (1900-1971)
Trumpeter. He was a leading jazz figure for an entire generation. During the 1950s and 1960s, he became an outstanding "good-will" ambassador for the United States during his many trips abroad. Armstrong was nicknamed "Sachmo."

Gwendolyn Brooks (1917-)
Poet. She won the 1950 Pulitzer Prize for *Annie Allen*, a collection of poems. Brooks writes about the suffering of city blacks, and her later writings indicate a support for the civil rights movement.

Jim Brown (1936-)
Football player and actor. A fast and powerful fullback, Brown played for the Cleveland Browns from 1957 until 1966. He set records for more yards gained than any other player in the National Football League history. In 1966 he retired from football to become an actor.

Ralph Bunche (1904-1971)
Statesman and diplomat. He began his diplomatic career in 1944 when he joined the U.S. Department of State. Bunche helped lay the groundwork for the formation of the United Nations and served in the UN from 1946 until 1971, helping to promote world peace. He was the first Afro-American to win the Nobel Peace Prize.

George Washington Carver (c. 1864-1943)
Botanist and educator in scientific agriculture. While a member of the staff of Tuskegee Institute, Carver helped both black and white farmers improve their farmland conditions. He is best known for his scientific research on the peanut, from which he derived 300 different products.

Charles Drew (1904-1950)
Surgeon. Dr. Drew became known for his research on blood plasma transfusions and for the organization of blood banks. He helped the American Red Cross blood program in New York. He was a professor and head of surgery at Howard University and chief surgeon at Freedman's Hospital in Washington, D.C.

Paul Lawrence Dunbar (1872-1906)
Poet. In the introduction to his book, *Lyrics of Lowly Life*, Dunbar was described as the first man of African descent and American training who had felt an esthetic appreciation of the life of the black people and had expressed it lyrically. His best-known poetry consists of humorous dialect poems of Black American life.

Alex Haley (1921-)
Author. Haley was the first Chief Journalist of the U.S. Coast Guard and later became a magazine writer and interviewer. He is the author of *The Autobiography of Malcolm X* and *Roots*.

Matthew Alexander Henson (1866-1955)
Explorer. On a voyage with Commander Robert E. Peary, Henson was the first man to reach the North Pole, where on April 6, 1909, he placed the U.S. flag. Henson's book, *A Negro Explorer at the North Pole*, describes his adventures.

Jesse Jackson (1941-)
Minister and civil rights leader. Rev. Jackson is a Baptist minister devoted to helping blacks achieve economic and political power. He is the director and founder of People United to Save Humanity (PUSH) and was formerly the head of Operation Breadbasket, associated with the Southern Christian Leadership Conference.

Scott Joplin (1869-1917)
Musician and composer. Ragtime songs were the first written music to become part of jazz. Scott Joplin wrote "Maple Leaf Rag" in 1899 and was the best-known composer and piano player of that era.

Martin Luther King, Jr. (1929-1968)
Clergyman and civil rights leader. Dr. King promoted nonviolent resistance to racial segregation and discrimination. He was awarded the Nobel Peace Prize in 1964. King was assassinated on April 4, 1968 in Memphis, Tennessee.

Thurgood Marshall (1908-)
Jurist. Marshall became a civil rights lawyer and headed the legal staff of the National Association for the Advancement of Colored People (NAACP). In 1967 he became the first black to be appointed as an associate justice of the United States Supreme Court.

Leontyne Price (1927-)
Opera soprano. Leontyne Price is an internationally famous opera singer. Her brilliant soprano voice has a vibrating quality and excellent range. She is best known for her work in the operas of Guiseppe Verdi.

Harriet Tubman (c. 1820-1913)
Abolitionist. She was born a slave, but escaped bondage in 1849 and fled to the North. Tubman campaigned against slavery and founded the Underground Railroad during the Civil War. She was responsible for guiding more than 300 slaves to freedom.

Booker T. Washington (1856-1915)
Educator. In 1881 Washington established a normal school for black students that later became Tuskegee Institute in Alabama. Washington was well known as a writer and speaker on behalf of his people. He wrote *Up From Slavery, The Story of the Negro,* and *The Man Farthest Down.*

Phillis Wheatley (c. 1753-1784)
Poet. Born in Senegal, West Africa, Wheatley was brought to the American colonies as a slave in 1761. She is recognized as the first notable black author in the United States. Her book, *Poems on Various Subjects, Religious and Moral,* was published in 1773.

Consciousness-Raising with Whatever Materials You Have on Hand*

1. Have students make a list of "masculine" and "feminine" traits prescribed by traditional stereotypes. Ask which students think they have been socialized into these stereotypes; which students feel free of them.

2. Ask students to observe and analyze how younger sisters and brothers (or neighbors' babies and young children) begin conforming to parental and other adult expectations of "girlness" and "boyness".

3. Have students observe and analyze how teachers stereotype students; e.g., boys carry boxes, are supposed to be good at math, are good athletes; girls decorate bulletin boards, write neater papers.

4. Have students interview adults to see why they chose the jobs they work at; how many choices are based on sex-role convention?

5. Ask students to catagorize jobs as to "male" and "female"; see whether each job could be done as well by a man or a woman.

6. Have students search out people in real life who depart from traditional sex roles. What advantages do these people have? What problems do they face? What do they think of themselves? What do other people think of them?

7. Have students analyze their textbooks and media used in the classroom for sex bias and sex stereotyping.

8. Show films twice. The second time through you can turn off the sound so students can discuss how people are portrayed.

9. Collect data on your class. Poll students to see how many of their mothers work outside their homes and what kinds of jobs they do. How many single-parent families are there? Who does what household chores? Compare the results with the typical family portrayed or pictured in traditional textbooks (or media ads, or T.V. programs, etc.).

10. Have students analyze television shows, including newscasts, comedies, dramas, sports programs, etc. What are the images of men and women projected by the T.V. industry?

11. Ask students to evaluate T.V. ads aimed at children. Suggest that students write letters to station managers to complain about stereotyped images.

12. Have students list as many job titles as they can think of. How many titles have the implied sex of the job holder (repairman)? Develop new nonsexist titles.

13. Arrange for students to discuss with your school counselor job opportunities for women and men.

14. Take students on a "sex stereotyping trip". Stage a mock job interview, a men-only restaurant, an application for credit at a department store, preparations for a party and cleaning up afterward.

15. Have female students pretend that marriage is **not** an alternative for them. What future plans will they develop?

16. In upper elementary guides and junior and senior high schools, awareness of men's lack of liberation can be expanded by asking whether the students know men who:

    - have taken jobs they don't like because they have to earn money for their families?
    - feel they must work overtime and therefore are not able to spend much time with their children?

- would be happier if their wives earned some of the family income so the fathers could spend more time with the children?
- are specializing in one area of work, rather than doing a variety of things, because specializing pays more and offers higher status?
- would rather switch to lower-paying, more creative jobs but feel they cannot because of their bread-winning role?
- want to question or try something different or risky on their jobs, but were afraid to lose them and leave their families without an income?

The above ideas were adapted from the following sources:

Feminists Northwest, Seattle, Washington, teaching experiences.

"Men's Liberation," *Scholastic Teacher*, November 1973, written by Warren Farrell.

"Consciousness Razors," available from the National Education Association, No. USOE-0-72-2507, 10 cents each.

"Consciousness Raising in the Classroom," *Sexism in Education*, Emma Willard Task Force, University Station, Box No. 14229, Minneapolis, Minn. 55414, $4.00.

"Consciousness Raising in the Classroom or Activities for/to Free Children," by Sandra Shapiro Friedland, N.O.A., 809 South Fifth, Champaign, IL 61820.

How Would You Handle the Situation?*

1. As a teacher, you read aloud your school's morning bulletin to your homeroom class. The bulletin contains a statement that, in accordance with a new district policy, a school is encouraged to have male cheerleaders for women's teams. Your announcement is met with loud laughter and jeers by the males present.

2. You are discussing Yolanda, a student from a migrant family, with the school psychologist. "She told me she wants to be a teacher when she grows up," the psychologist says. "But you know these Mexicans, they're always moving around and never amount to anything." How do you respond?

3. As you are walking down the hall, you overhear the science teacher (male) scolding some disruptive boys in his class (which is mostly male) for "acting like a bunch of girls . . . That's all you are . . . a bunch of girls."

4. Your school hires a male secretary. You hear some students making fun of him. "I bet he does all the cooking and cleaning for his family, too," they say.

5. You watch another teacher settle a verbal battle between a girl and a boy by separating them. The teacher later tells you that she can't stand the constant bickering and name-calling between the boys and girls. Then she shrugs and says, "This is just a stage they're going through. It's natural for nine-year old girls and boys to hate each other."

6. Six-year-old Victor suddenly, impulsively, hugs you (his teacher) and you hug him in return. The other boys in the class start jeering, "Victor loves the teacher." Victor leaps on one of the taunting boys, wrestling and punching.

7. You have just been named head of the department. A man who expected to get the job approaches you and says, "The only reason you were appointed is that you are a woman and the district needs to fulfill its affirmative action program."

8. You ask the teacher who advises the safety patrol why Sherrie, a fifth grader, was turned down. "Boys do a better job," he answers. "Besides, you know those Indian kids -- they can never show up on time."

9. You are standing in the hall waiting for the bell to ring for afternoon classes. Sue runs by you and grabs another student. When you interrupt their horseplay, she, in a very loud voice, calls you a S.O.B. What is your next action?

10. Mary tells you that the reason her homework assignment is not done on time is because her parents needed her to work in their family store and she simply needs more time to get it done. She asks for an extension of time to complete the work. How do you respond?

11. Carol approaches you after school to complain about the grade she received on an essay test. As she talks, you can tell that she understands the concept involved, but after reading over the test, you still feel she did not give a good answer. This test is very important for her to pass your course. What action will you take?

12. Chris, who is actively involved in sports at school, has just won a very important sports award and during the start of your class, continues to talk about it loudly. You make several attempts to begin the class, but Chris tells you bluntly, in front of the whole class, that your class is considered a bore.

13. A teacher has started all students in the class on sewing projects. The parents of some of the boys call the principal in protest. What should be done?

14. One parent says that girls become interested in boys in high school and as a result, their grades drop. However, boys also become interested in girls in high school; yet, their grades appear to get better. How do you explain this?

15. Both of Susie's parents work. As a result, she stays in school for lunch. She is very upset because she is one of the only kids who stays regularly; her parents are anxious about the situation and the teachers who have lunch duty are very resentful. What do you think should be done?

16. Coeducational cooking classes have begun in your school. The teacher finds that the boys congregate at one sink and the girls at another. What steps would you take?

17. A very capable girl requests to drop an advanced placement class. She tells you, "My parents feel that all this extra work is not necessary for a girl." What advice do you offer?

18. A boy requests a transfer from an English course because the teacher is focusing on women poets and writers. As department chair, what do you do?

19. A girl won the student government presidency. The boy who was elected to the vice-president position refuses to serve with a girl. You are the faculty advisor.

20. There are 66 boys and 12 girls in the regular physics courses this year. When the physics staff is questioned about the low female enrollment, they respond by blaming the guidance counselors. In turn, the counselors claim that the parents are really the responsible ones. The parents, however, insist it is the school system which should take the responsibility for the enrollment figures. How can this cycle be altered or stopped?

21. At a staff meeting in your school, the school psychologist says that most behavior problems are boys because most teachers are women and the women tend to reward docile, conforming behavior. The psychologist further states that since boys are not socialized according to female standards, they tend to become classroom problems. How do you respond?

22. Your school has instituted an elective in women's studies. The course attracts primarily girls. One boy decides to join the class. His parents are outraged and insist that he drop the course. What is your advice?

23. Some teachers have protested that, although they may sympathize with feminism, one can not throw out the whole curriculum. They state that history can not be changed and the fact that all the writers, kings, poets, presidents, and prime movers in their respective disciplines have been men. What do you tell them?

24. An elementary school parents organization scheduled a breakfast meeting for fathers to meet the principal. A group of working mothers, who have been unable to attend the regular midday parent meetings, ask if they can attend the breakfast meeting. The parent organization officers respond that the meeting is especially for fathers and the mothers can not attend. What should be done and by whom?

25. John does not do the homework assignment. When you tell him that he will receive an "F" for the assignment, he responds by telling you that you allowed another student to hand in that assignment late. Therefore he feels that he also should be entitled to extra time. The other student situation was one in which the parents kept the student out of school to help in the family store.

26. Carl approaches with a challenge to a question on the mid-term test. Since this is after school, you spend considerable time explaining why his answer is incorrect. Carl seems to understand. The next day he raises the same objection to the test. He makes the point, very aggressively, that your expected answer incorrect in light of his logical analysis.

**Adapted from SEE Institute, Rocky Mountain College, Billings, Montana, and TRAINING INSTITUTE FOR SEX DESEGREGATION, Rutgers University, New Brunswick, N.J.*

Food Tests and Food Values

Perform the food tests on 8 foods. Look up information on the foods. Record the results here.

(this sheet may be used for any recipe with 8 or more ingredients)

	Information from Food Tests			Information from Reference Materials
Food	Fat	Starch	Protein	Food Values
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

From Recipes for Learning by Gail Lewis and Jean M. Shaw, @1979, by Goodyear Publishing Company, Inc.

Simple Food Tests

Test for Fat

1. Cut some brown paper squares.
2. Rub food on one square of paper.
3. Let it dry.
4. If fat is present, the light will show through.

Test for Starch

1. Get some tincture of iodine from the drug store.
2. Put a drop of iodine on the food you want to test. Handle with care - IODINE IS POISON!!
3. If starch is present the iodine will turn dark blue or black.

Test for Protein

1. Obtain some potassium hydroxide or sodium hydroxide. You can get these from a chemistry set, a science teacher, or the drug store. Also obtain some copper sulfate. You can make a solution of this from crystals from the drug store.
2. Add the food you want to test to a sodium or potassium hydroxide solution.
3. Add a few drops of copper sulfate.
4. If protein is present, you will see a pinkish or bluish color.

Sourdough Bread

Shopping List

- Dry yeast
- Flour
- Salt
- Baking soda
- Sugar

Equipment List

- Medium bowl
- Measuring spoons
- Mixing spoons
- Baking sheet
- Hotpads
- Cheesecloth or dish towel

Plan Ahead

The sourdough starter must be made five to ten days before the bread can be baked. Perhaps making the starter could be an introduction for a whole unit on grains and breads, with the baking of bread as the final activity.

Look for these . . .
notice . . . notice . . . notice

Observe the bubbles that rise with the yeast and water mixture, the starter, and the dough. How soon do they appear? Are they large or small? Do they appear near the middle, the edges, or all over?

Notice the liquid that forms on top of starter. What color is it? How does it smell? Is it thick and syrupy or is it thin? Refrigerate some bread dough, and then compare its rate of rising to that of dough at room temperature.

The Story of Sourdough Bread

The story of sourdough bread began in the western United States in the late 1700's. Because yeast was difficult to obtain, store, and carry, and was expensive to use in every loaf of bread, settlers carried sourdough starter with them, and used it and baking soda to leaven their bread. The fermented sourdough made the bubbles necessary for light, airy bread--and it used only a small amount of yeast compared to the usual bread-making methods.

Sourdough was carried by settlers and prospectors in crock pots with tight-fitting lids. It could be mixed with flour, water, and soda and then left to rise while the settlers worked or looked for gold. More flour, water, and sugar was added to the crock each time some of the starter was used. The mixture would then ferment again and be ready for another use.

Many men who traveled alone carried sourdough starter with them and made bread as a staple item in their diets. They became known as "sourdoughs." The aroma of fresh bread near a "sourdough's" fire must have been a welcome smell after a hard day of prospecting in California or Alaska. Sourdough pancakes and muffins were also made in frying pans, and were quicker to make than bread.

Many restaurants in New Orleans and San Francisco today are famous for their sourdough bread. The crusty, airy bread is served alone or with soup or stew. Kits are sold with recipes to make and pots in which to store the sourdough starter. It is also fun and easy to make from scratch.

Alliterations:
Some Silly, Some Serious

Suggest some phrases that begin with the same sound. These are alliterations. Let the children suggest others--silly or ordinary are both fun. Make a list, chart, or story. Some starters:

- Sourdough starter
- Sourdough Sam
- Silly Sourdough Sam
- Silly soup
- Salty sardine soup
- Slimy smokey salmon
- Brown Bread
- Big bumpy brown bread
- Pickled peppers
- Peppery pickled peppers
- Wild wooly western wildcats
- Big bad blue brash badger

Shapes for Sourdough Bread

Sourdough may be formed in many ways--as loaves, as muffins, or as individual pieces. Try a variety of shapes. The recipe makes two medium loaves, or is enough for 20 to 30 individual pieces. Bake smaller shapes a shorter time.

- loaf pan
- long loaf (bake on cookie sheet)
- round loaf
- rolls or individual pieces
  tiny loaves
  "snakes"
  "dots"
  figure 8's
  braids
  hearts

Sourdough Bread
Word Rhythms
(language activities)

Start with phrases used in bread preparation or bread names. Say the phrases or words and have the children clap the number of syllables and accents used. Let the children suggest words and phrases for clapping. Try these:

- Sourdough bread
- Mix it well
- Pumpernickle
- Russian rye bread
- White wheat bread
- Rye bread
- Dissolve the yeast
- Cornbread, cornbread
- Knead, knead, knead
- Caraway rye bread
- Batter bread
- Grease the pan

Sourdough Adventure Game

Find this game in Chapter 7 (page 169). Photocopy the gameboard and characters. Color them or let the children do it. Laminate the pieces with acetate or cover them with clear contact paper, and then cut out the pieces. Write vocabulary words, math problems, or other items on the cards. Shuffle the cards. The children take turns drawing cards and moving the characters around the gameboard.

Happy adventuring!
Strike it Rich!!

Additional handouts included

1. Examples of activities for the classroom concerning food preparation from *Recipes for Learning* by Gail Lewis and Jean M. Shaw, 1979, Goodyear Publishing Co.

2. Six fair lesson plans in home economics and business education courses taken from: *Strategies for Equality: Vocational Education, Including Home Economics and Industrial Arts* -- State University of New Jersey.

3. Strategies for promoting sex equity taken from: *Overcoming Sex Discrimination and Attaining Sex Equity in Vocational Education: The Social/Educational and Legal Context,* Resource Center on Sex Roles in Education, Washington, D.C.

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Chase, Josephine and Parth, Linda, *Multicultural Spoken Here,* Goodyear Publishing Co. Inc., Copyright 1979.

Cooper, Terry Touff, and Ratner, Marilyn: *Many Hands Cooking, An International Cookbook for Girls and Boys.* New York: Thomas Y. Crowell Co., in cooperation with the U.S. Committee for UNICEF, 1974. (Contains recipes from different lands.)

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Career Education Division, "Iowa Career Vocational Newsletter" Department of Public Instruction.

Industrial Arts

Putting the Lid on the Melting Pot

Presenter: Tom Andersen, Consultant
Educational Equity Section
Iowa Department of Public Instruction

Note: This keynote address was originally to be presented by Dr. Alan Sheppard of Virginia Tech University. Due to an injury, he was unable to be present. Mr. Andersen filled in for Dr. Sheppard.

I feel a little bit like Oliver Hardy sometimes felt, like this is a fine mess I've gotten myself into. We have searched long and hard, as Sheryl Barta is very aware, to find someone in the country who has done research on cultural factors in vocational education. We were having a very difficult time until Sheryl came across the name of Alan Sheppard in an INFORMS search. His name seemed to be showing up in the literature more than once. Sheryl suggested he might be a good keynote speaker. I then mentioned his name to Dr. Lenola Allen of the Career Education Division at the Department. She said, yes, he would be excellent . . . get him if you can. So I gave him a call and I was ecstatic because I knew what we were trying to do here in the state of Iowa, and Dr. Sheppard seemed to understand exactly what it was we wanted. It was nice to run across a keynote speaker who seemed to be on the same wave length. But Dr. Sheppard also shared with me that he was almost as ecstatic to hear from us, because he had been talking to his colleagues informally for years about multicultural education and no one ever wanted to listen to him. I'm not so sure who was more ecstatic at the time, me in finding him, or him in being found. It makes a bit of a double disappointment that he was not able to be here today. I will try to fill in as best I can.

I feel a little bit like Miss Piggy of Muppet fame when she was asked about her philosophy on diets. She said, "I have one rule of thumb. I don't believe in eating more than I can lift in one sitting." I have the feeling that I am lifting more than I can eat. However, I will get on with my comments at this point.

The term multicultural, nonsexist education is a long one and it sometimes proves to be scary to people when they first hear it. They are not quite sure what a multicultural, nonsexist education is.

Basically, a multicultural, nonsexist curriculum is one which represents the cultural diversity of the United States of America and the world that surrounds it, as well as the contributions and perspectives of both men and women. It is based on the assumption that the way we design and deliver our curriculum has a substantial impact on the attitudes students develop toward themselves and others. It also assumes that this applies to mathematics and industrial arts, as well as to social studies and language arts.

There is a tendency for those of us who are involved in science or industrial education to feel that there is somehow a division between teaching skills and teaching intergroup relations. Over the years I have begun to feel very strongly that there is a multicultural approach to teaching basic skills. It is not an add-on. It is a way of presenting what we already teach. It is an approach to what we do. It is an approach which includes both the contributions of various groups and their perspectives, in the teaching of concepts. It is very important that we think in terms of both contributions and perspectives. Too often we limit ourselves to saying so and so did this or made this contribution, without realizing that there is a wider perspective that may be affected by culture toward mathematics, toward technology, toward other areas as well.

You may be aware that the Iowa State Board of Public Instruction has taken a consistent leadership position on these issues over the last nine years. They, in their discussions at the time that the guidelines were initially drawn up, had a number of rationale. One was that curriculum ought to represent reality; not just the reality of the local school district, but of the broader society as well. We strive to prepare students for lives that will extend far beyond the boundaries of their local school district. So what is that reality? Reality in America is that one in every five Americans is something other than white. We're one of the most ethnically and religiously diverse countries in the world. Therefore it is very important that our curriculum, if it is going to serve all elements of our society, reflect that diversity.

You cannot teach respect for diversity if you hide that diversity in the curriculum. This is exactly what the melting pot philosophy tended to do. It had some positive aims and objectives, but what very often happened was that the contributions and perspectives of nonwhite groups, women, and even groups from eastern Europe who came to settle in America were downgraded and often omitted in the curriculum.

The second rationale is that all students need to see themselves and their group reflected in their curriculum. It's a very important need that students have. Students have that need whether they are white or black, whether they are disabled, whether they are

female or male. It is a very basic curriculum concept. We do know in curriculum research that students who do not see themselves reflected in curricula have their motivation negatively affected. Motivation then has implications for achievement. One thing leads to another.

I think my first experience with this idea came when I was teaching as a Peace Corps Volunteer in Botswana in South Central Africa. At the time I was teaching science and history. I couldn't understand why the students in the school did not like history. They seemed to enjoy math and science more. I thought this was a bit strange. I wan't quite sure what was happening.

Then I began to look more closely at the history text. Maybe you can guess from our American experience how African history started. It started with the coming of the Portugese and the Dutch and the British to Africa. It was basically a Eurocentric approach to African history. The kids did not see themselves reflected in the curriculum and they were not particularly motivated to study history. We decided that we had to make some changes. We thought it made common sense to start African history with information about the native tribes of Africa, their economic institutions, social institutions, and political institutions. We would deal with the Dutch, the Portugese, the British, and Asian groups as they interacted with those native Africans. The results were very interesting. Within one year after we changed the design of the curriculum you could see a definite change in students' attitudes toward history. Now they didn't all become expert historians overnight, but they were much more willing to sit down and work at it. They were motivated and ultimately that increased motivation lead to increased achievement.

I had a similar experience teaching science in New York City two years later. Science was not a very popular subject in the inner-city schools. Not that it is always a popular subject in other schools, but there was a definite difference from my experience in rural Minnesota when I grew up. I began to look at the book. Everybody in the science book was white. The language was ethnocentric and Eurocentric. Students did not see themselves reflected in their curriculum and they were turning off to it. They did not see the potential for themselves in science or mathematics. In fact, a number of my students came up to me and said, "Mr. Andersen, why are we in science class? Black people don't go into science." It really kind of blew my mind at the time. I recognized the symptom because I remembered the African experience with history. I was beginning to see the same thing all over again in science. Our first response was to get a new text. We started putting bulletin boards up on which minority kids could see themselves as well as majority individuals reflected in the fields of technology, science, and mathematics. Again, within a short period of time we began to see motivational change among students. They did not become scientists and mathematicians overnight, but they began to realize "there may be a possibility for me here". We brought resource people in: dentists, welders, electricians, engineers, role models of all kinds so the kids could see potential for themselves in science and mathematics. It gave them a feeling that "I feel good about my school because the school has recognized me and the curriculum recognizes me and I am part of the Unites States." The curriculum can be cruel when it doesn't do that.

It leads me to think of an experience I had in observing a home economics class about five years ago. This was in Iowa in a relatively rural setting. There were two black girls in the class and the topic was grooming and hair care. You are aware that if you are caring for your hair and you are of Afro origin you deal with your hair in a very different way from those of us who are of European or anglo origin. Because the teacher had never been trained to deal with multicultural perspectives to hair care, she ignored this difference. I have to think that this omission did nothing for the motivation or the feeling of belonging that those two students had in that class. I think they probably felt very much like the person that Ralph Ellison describes in his book *The Invisible Man* which by the way tended to be sexist in its title.

This concept can be applied to instruction in most areas. Maybe on occasion students should learn to make tortillas instead of homemade bread. It would certainly promote a feeling of worth and belonging in Hispanic students as well as broaden the horizons of the other students. Michael Scott, who was here doing an industrial arts education workshop yesterday, said that he first began to realize the cultural implications for industrial arts when he did a project in which kids were to make cake cutters. He had both white and black students in his classroom and he noticed that on this particular project the black students seemed to show more interest and motivation than in previous assignments. He really wasn't quite sure why. It turned out that the black students were making Afro picks and combs while the rest of the class were making cake cutters. He noticed the black students approached that project with more enthusiasm than they had other projects. This experience again reinforces the concept that if I see myself reflected in curriculum, whatever the area, my motivation and ultimately probably my achievement will be positively affected.

But that's not all there is to a multicultural approach to curriculum. A good self-concept is fine, but we can overdo a good thing. Eating is fine, but some of us tend to overdo it. If I only see myself or my group reflected in curriculum over a long period of time, it can lead to an inflated sense of self and group superiority. I call it the "we did it all" syndrome, or "we are carrying them on our backs" syndrome. Twelve years of this and four more years of college can lead from subtle stereotyping earlier into rather strongly rooted sexist, racist, or culturally biased feelings in adulthood.

We don't set out in our schools to teach racism or sexism, but the traditional monocultural, malecentric curriculum may very well provide a fertile seed bed for

racist and sexist attitudes to develop. For this reason it is very important for kids to see the contributions and perspectives of others reflected in their curriculum. This is particularly true in Iowa where we have a relatively homogeneous population. However, we tend to be more heterogeneous than we think. About 375 school districts out of our 443 districts have minority students. People tend to be surprised when they learn this fact.

When we think in terms of students seeing the contributions and perspectives of other groups reflected in curriculum, what are the implications for industrial arts and home economics? When studying construction, architecture, and interior design, why not mention the earliest multiple dwellings and apartment buildings in American culture -the Pueblos of the southwest American Indian or the cliff dwellings that are prominent in Arizona. When I was at Mesa Verde, I found myself as amazed by the structural concepts applied there as I was by the World Trade Center in New York City. It's awesome what was accomplished. I think we sometimes lose sight of that. By not including the cultural impact on housing, technology, and other areas, we tend to reinforce in majority group kids the idea that we did it all. We are carrying them on our backs. They have not influenced us, we have influenced them. I think we tend to be naively unaware of the impact of monocultural curricula.

I recall in my African experience that there were three kinds of houses in the village. There was one type that had a thatched roof, one that had the corrigated iron roof, and another type which was similar to our houses with the wood frame roof and shingles of one type or another. We used to go out and play tennis on a hot afternoon and if we had a choice of going back to someone's house we generally ended up going back to the one that had the thatched roof, because it was the coolest. Grass is an excellent insulator. It is interesting to note that I do not think of thatched roof houses as primitive anymore although I know I grew up with that kind of thinking. I have a very different perspective toward it now than I did then. Not all students can get that type of cross-cultural experience, but I think there are things we can do in curriculum construction and design to help students become more aware of the contributions and perspectives of others.

What does this mean for industrial technical education and home economics? I think industrial arts and home economics are in a very special position to support the development of positive intergroup contact. You are in an activity centered curriculum, one in which students are involved in activities which are very directly and personally experience related. The same is true of music and the visual arts. You provide a forum where students can excel, even if they may be achieving little success in other academic areas. Person-to-person contact, which is most similar to what students will experience in the work environment, is used in the home economics and industrial arts classrooms. It is a very good environment in which to promote group problem solving activities and cooperative efforts between boys and girls and between ethnic and racial groups.

Our responsibilities for preparing students for the multicultural work place is enormous. The students that are really disadvantaged leaving our schools today are those students who feel uncomfortable going out to work in a multicultural environment or working side by side with a member of the opposite sex. We contribute to that uncomfortableness by designing curriculum in ways that boys and girls are segregated from one another.

Do we deal with the issue of equal employment opportunity with students in industrial arts education? They are going to be out running businesses. What is going to happen when the young student in the industrial arts class is running the Massey Ferguson Implement Center down the street and a young lady comes in and wants a job? Have we provided the environment in industrial arts curriculum and agriculture education curriculum to make him open to that? Has he seen young women reflected in his industrial arts curriculum? Has he worked side by side with members of the opposite sex in the industrial arts curriculum? These are questions that we need to ask. What if a Vietnamese refugee parent from across town comes in and wants a job? My experience with working in a bureaucracy is that many administrators sometimes shy way from hiring minorities and females in nontraditional roles. This is not because they feel they are unqualified, but because they are not sure that they themselves can handle the multicultural interaction, or that they can deal with the implications of having a two-sex work environment. This inability does not promote equal opportunity. There are things we can do in industrial arts and home economics to allow for future generations in the work world who don't feel uncomfortable with the environment. Vocational education has a lot of potential for becoming an important model for equal access to educational programs across the board. I wish I had a dollar for every secretary in the Department of Public Instruction who I've heard say, "If I only knew what I know now when I was choosing my courses my sophomore year in high school." I realize that it's very hard to get kids to look beyond next year, the first car, and the first job. But we have a great responsibility to try to get them to look and make them aware of the long-range implications, economic and otherwise, of the decisions they are going to make.

The demand for technological literacy is increasing daily. The participation of all segments of our society can result in significant career benefits. Two often students aren't aware of the implications of their decision. The only obstacle to really achieving these benefits in industrial arts and home economics is the notion that industrial arts and home economics exclude intergroup relations. We need to try to rid ourselves of that feeling. Charles Nickles who is the vocational education

supervisor in Minneapolis, had an article in a recent vocational education journal in which he talked about the feeling within the black community that has been pervasive for years that they were trapped out of college prep courses and into vocational program. Real or perceived, we have to deal with that feeling. We need to convince black Americans and other minority groups that the sophisticated technology of the 90's is presented in the vocational education of the 80's. The times have changed. As we are painfully aware, there are many teachers who have gone over to John Deere and started at a salary far above what they could get in education.

And now we have a new challenge, one that President Reagan has thrown down to us. The pressure is going to be even greater in the next few years with the accent on supply side economics. Reagan has promised that minority groups are going to have jobs four years from now, not welfare programs. That puts a lot of pressure, not only on private industry to put their money where their mouth is, but also on those of us involved in vocational and technical education. The issue of multicultural education is going to be heard often by those of us who are involved in vocational education.

When looking at curriculum it is important to look at four components. Every curriculum area is made up of these four components: curriculum structure, curriculum content, curriculum material, and teaching strategies. It is very important that when we are teaching foods and nutrition that we really represent the culturally diverse contributions and perspectives even if our classroom is homogeneous, like the all-white Luxembourg-American and Catholic environment I grew up in. Those kids need to see the contributions of other groups. I often think, when discussing foods and nutrition, of the comic strip "Shoe." It is about an old bird, a journalist, who lives in a tree. There are a number of birds involved; I think they are bachelors, but I haven't quite figured out their living accommodations. Last Thanksgiving there was a cartoon in which Shoe was preparing Thanksgiving dinner for two other birds. The two guests were sitting at the table when She came out of the kitchen with a tray in his hand. Now of course, they were expecting turkey and dressing and stuffing, the traditional Thanksgiving dinner. Shoe came out carrying a round pan over his head and said "Here it is, turkey pizza." One of the birds at the table looked at the other and said, "Well, it's a change from last year when we had turkey tacos."

I think there is a message there. Our diet is one of the most diverse diets of any country in the world. I've lived in Africa, I've traveled in the Middle East and Europe and I believe that we have a diversity of diet, a richness in our diet that very few other countries have. It is because we are a nation of immigrants. We have foods with European origins. We have food with African origins. We have food with Asian origins. We have foods with Germanic and Hispanic origins. This diversity enriches our lives. As we were trained to be teachers, we may have gone through what I call the Eurocentric teacher preparation program and we are not very well equipped to reflect cultural diversity as we teach about foods and nutrition in our classrooms. I attended the International Food Fair here on Sunday. The people in the booths were more than willing to share their recipes with people who came. It would have been an adventure for the home economics instructor who would like to add zest and diversity to his or her curriculum. Does our curriculum in foods and nutrition tell the Hispanic student, you belong, or you're a citizen of the United States, you've made contributions. Does it tell majority group students that Hispanic Americans are a legitimate part of the United States of America? These are questions we need to ask ourselves.

I always thought it was rather ridiculous that we gave the message in schools that parenting skills were more important for girls then they were for boys. Our traditional curriculum has always done that. We're trying to change and it's not easy. Do we do a good job of representing diverse family types? We have two income families and we have one income families. Do we do a good job of representing both. They both have their advantages and disadvantages. We have families with traditional and nontraditional sex roles. Both are viable and both work very well and families ought to be able to choose those modes. We ought to present the diversity of what we have in our curriculum.

I often think of the role that culture plays in family traditions and interaction patterns. In Africa, I saw elderly and senior citizens treated with much more respect than we tend to provide them in our society. The idea that you would send your grandmother, or that she would even choose to go to a nursing home to live was an unheard of concept, one that was considered to be uncivilized in that cultural setting. You will find often that within minority group and foreign cultures, the concept of babysitting as we know it in this country is not accepted. Leaving kids with people from outside the family would be viewed as poor parenting and child neglect. So there are a lot of implications when you talk about family interaction patterns. Child care, resource management, and budgeting are very different in two income families than they are in the one income family. You approach it very differently.

In clothing and textiles, what is the impact of cultural and environmental influence? An African garment called the dashiki has been integrated into many European dress forms. We see it now in many forms in fashion. Some of the African design may have disappeared but the basic form is there. We have taken things from other cultures! They haven't just all borrowed from European cultures as the monocultural curriculum may imply. As we present these concepts we are telling kids, yes you do belong, the curriculum is fair, you are represented here, you are not invisible. And at the same time, and even more importantly, we are giving the same message to majority kids.

Another issue is how you get girls to see themselves reflected in industrial arts curriculum. Well, it's not an

easy task, but it can be done. How do you get boys to see themselves reflected in home economics curriculum? Many of you have been working hard to get girls into that industrial arts classroom and I know many of you have been unsuccessful. You still have primarily boys there. It is still very important that those boys see members of the other sex reflected in the curriculum if they are going to accept them in the work environment after they get out of school. The argument, "I've got all boys in here" or "I've got all girls in home economics, I've opened the doors and they are free to come" doesn't let me off the hook. I am still influencing the attitudes of the students I have in there. It is very important, even in all female home economics classes, that they see male perspectives and contributions in the areas represented.

We need to ask ourselves, can we teach intergroup relations when we teach photography and printing? I think we can. I saw one industrial arts classroom where there was a photographic display of emotions exhibited by both men and women and by different cultural groups which was used to show the similarities across cultural boundaries. They became involved in the technical aspects of printing and photography, but were also dealing with intergroup relations as well. I saw another classroom where they had built an electrical quiz board on the famous women and men in their state's history. The students had to deal with electrical circuits and they had a number of differently designed circuits and at the same time they were dealing with intercultural and group related issues. I have already mentioned the cake cutter caper in Michael Scott's classroom. In graphics, why not have a unit on commercial logos that are developed in business and industry with a view toward the stereotypes they convey. How about including in construction class the study of housing designs in different parts of the country and the cultural and environmental impact on those designs?

Majority students who come through that kind of a program are less apt to have the traditional stereotypes about other groups. They are more apt to appreciate diverse and different things. They are less apt to be flabbergasted when they do come across culturel-based diversity. They are less apt to treat everything that's different as being funny, or less effective than the way we do it. That is the basic thing that we are getting at. We want to get kids coming out of our schools to see diversity as enriching and positive rather than as a barrier that has to be overcome. We want kids to search out diversity.

Back to foods again; there are multicultural eaters and there are monocultural eaters. My dad is a monocultural eater. If it doesn't have beef in it, if it's not a hamburger, hot dog, or steak, he's got to be in a pretty difficult situation before he's going to eat it. I've tried to entice him into Mexican, Greek, or other restaurants often with little success. Yet there are other adults who see trying something different as an adventure, as a widening of their horizons. We need to develop citizens that are willing to go out into the world and feel comfortable moving from one cultural environment into another. As I said earlier, the students who are really disadvantaged are those who still feel uncomfortable about working in a multicultural environment or working on an equitable footing with members of the other sex. I think that our responsibilities in this area are important.

Attracting the Nontraditional Student into Industrial Arts and Home Economics Programs

Presenter: Mary G. Good
Industrial Arts Teacher
Hilton, New York

The presentation was a series of games to increase the awareness of the participants to the problems of sex bias and stereotyping; to the changes in the labor force and the family and the affects upon public education (specifically industrial arts and home economics); and to the need for expanding home economics and industrial arts course content to reflect universal human needs and experiences.

The final "game" was a brainstorming session intended to involve participants in developing specific strategies to attract the nontraditional student into the expanded industrial arts and home economics courses.

Material has been "borrowed" from New York State, Minnesota, and Ohio as well as personal experiences.

Voting*

Objectives:

1. Members will point out biased ideas in themselves and others.
2. Members will have increased understanding of how people their own age influence them.
3. Members will experience one technique for group involvement.

Materials:

One copy of the *"Voting Statements"* for the leader.

Time:

10-15 minutes.

Number of Participants:

10-30.

Preparation:

1. Look at the statements and choose the statements which best suit the group. (Not all the statements have to be used; leaders may want to make up some of their own.)

*N.Y. State "Expanding Roles Kit" for Voc. Ed. Student Association

Directions:

1. Seat the group members in a circle so that they can see each other.
2. Read a sample statement.
3. Explain that group members should respond at the same time to each statement in one of the following ways. (The leader should show each response.)

   Strongly agree - thumbs up and waving of arms
   Agree - thumbs up
   Disagree - thumbs down
   Strongly disagree - thumbs down and booing
   Pass (no opinion) - arms folded across chest

4. Explain that no one must give an answer. A person can "pass" by folding his or her arms across his or her chest.
5. After the statements have been read, discuss the following questions:

   a) When you voted, did you look around to see how everyone else voted? Why?
   b) Did everyone vote the same way in most cases? If they did, is there a reason why this might have happened?
   c) Who can influence you when you are making a decision? Can people your own age influence you when you make decisions? Why?
   d) Is peer pressure (the influence of people your own age on your decision) a good or bad thing?
   e) How can peer pressure influence the way you act?

Voting Statements

1. We should only have to go to school four days a week.
2. Summer vacation should be one month longer than it is.
3. A good education is important.
4. A woman's place is in the home.
5. A man's place is in the home.
6. It is the man's duty to support his family without help from his wife.

7. Women should not work if they have children.
8. A married woman should work to add to her family's financial support.
9. I could never respect a man who stayed at home as a homemaker instead of working at a job outside the home.
10. An ideal marriage is one in which the man works to support the family and the woman cares for the home and children.
11. A married woman should not make long-range plans for her own career because she may have to move when her husband gets a different job.
12. Married women should call themselves by their husbands' first and last names (for example: Mrs. John Brown).
13. A wife's job should be as important as the husband's job.
14. If a married woman's job sometimes requires her to stay away from home overnight, this should not bother her husband.
15. A married woman's most important task in life should be to care for her husband and children.
16. If the wife works full-time, the husband should do half of the housework.
17. Taking out garbage is a man's job.
18. Men shop for groceries as well as women do.
19. Wives and mothers who work cause families to break up.
20. A good wife is one who puts the comfort and happiness of her husband first.
21. A good husband is one who puts the comfort and happiness of his wife before his own.
22. Women can have happy lives without having children.
23. If a man and a woman plan to have children, they should plan their careers around them.
24. Too much freedom for a married woman leads to an unhappy home life.
25. The wife and husband should share the duties of child care equally.
26. On a date, males should always pay the females' way.
27. It is more important for a son than a daughter to think about a career.
28. There are some jobs that only males can do.
29. I like having certain student clubs only for males and other clubs only for females.
30. It is important that male students learn homemaking and child care skills.

Man and Woman

Objectives:

1. Members will point out sex bias in themselves and others.
2. Members will increase their ability to express and clarify ideas and opinions.

Materials:

Copies of "Self-Rating Sheet".

Time:

15-20 minutes.

Number of Participants:

10-20

Preparation:

Make copies of the Self-Rating Sheet for each member of the group.

Directions:

1. Ask group members to:

   a) Rate themselves in terms of each of the eight traits or characteristics in column one of the Self-Rating Sheet. (Follow instructions found on the Self-Rating Sheet.)

   b) Add the numbers in column one for the total score of that column.

   c) Rate themselves in terms of each of the eight traits or characteristics in column two of the Self-Rating Sheet.

   d) Add the numbers in column two for the total score of that column.

   e) Compare the total scores of column one and column two.

2. Discuss the following questions:

   a) The greater the difference between the two columns, the more a person tends to conform to traditional or past sex-role standards. How great was the difference, if any, in the totals for your two columns?

   b) If you could label one column "male" and one column "female", which column would be male?

   c) Why are some traits or characteristics thought by some people to be "male" characteristics while others are considered to be "female" characteristics? Is this fair?

   d) Is it good to limit the way you act to characteristics and traits given in only one of these lists?

Self-Rating Sheet

Directions:

To rate yourself using the scale, use these steps:

1. Look at each trait or characteristic by itself.
2. Decide how often this word describes your actions. Then rate yourself according to this scale:

    4 - always
    3 - usually
    2 - seldom
    1 - never

    For example, think about the first word - aggressive. Are you always aggressive? If so, give yourself a 4.

    Always aggressive = 4
    Usually aggressive = 3
    Seldom aggressive = 2
    Never aggressive = 1

Column One

1) aggressive _____
2) ambitious _____
3) athletic _____
4) competitive _____
5) physically strong _____
6) independent _____
7) forceful _____
8) willing to take a stand _____

Column Two

1) warm _____
2) understanding _____
3) loving towards children _____
4) gentle _____
5) sympathetic _____
6) loyal _____
7) affectionate _____
8) neat _____

Tools of the Trade*

Objectives:

1. Members will point out sex-role stereotyping and sex bias.
2. Members will contribute to small group activities.

Materials:

Lists of "tools of the trade," and containers (small boxes or cans) to hold pieces of paper for each small group.

Time:

30-40 minutes.

Number of Participants:

6-30, divided into small groups of 3-6 people.

Preparation:

(NOTE: The leader of the whole group should do #1 and #2 without help from group members. The group leader is the only person who should see the complete list of "tools".)

1. Duplicate a copy of the list of "tools" for each small group (3 to 6 people).
2. For each small group, cut the list apart so that the names of all items are on separate pieces of paper; and then place the small pieces of paper in a container. (In other words, each small group will have a container holding a complete list of "tools" cut up into small pieces of paper.)

Directions:

1. Break the group into smaller groups of 4 or 5.
2. Choose a leader for each small group.
3. Give each small group a container with the small pieces of paper that have the "tools" on them.
4. Read or explain directions 5 through 11 below, demonstrating what you mean by choosing one piece of paper from the container and going through the directions step by step.
5. In each small group, pass the container around. Each person will take one piece of paper.
6. Each person will look at what is written on the piece of paper he or she has picked without telling anyone else what it says.
7. In each small group, one person tells about the characteristics of the person who would use the item written on his/her paper **without telling what the item is and without stating the sex of the people who usually use it.** (For example: If someone drew a piece of paper which said "stenographer's pad", that person might say, "The person using this item would probably be dressed neatly, would know how to take notes, would know how to type and would be friendly to people who came into the office where the person might work.")
8. After the member has described the "tool", the rest of the small group may ask five "yes" and "no" questions.

9. The members of the small group then try to guess what the "tool" is. (If the group cannot guess the right answer, the person who knows should tell what it is.)

10. After the members of each small group know what the "tool" is, the small group leader will ask the following questions:

    a) Do you think this "tool" is used only by males or only by females, or equally by both sexes? Why?
    b) If the "tool" is thought of as being used only by males or only by females, is it possible for a member of the other sex to use it? What keeps the other sex from using it more often?

11. When the group is finished discussing one item, another person will describe the characteristics of the person who might use the item written on the piece of paper he or she picked at the beginning of the activity. Follow steps No. 7-No. 10 for each member of the small group until everyone has had a turn.

12. Bring the small groups together into one large group.

13. Use the following questions to lead a group discussion about how jobs may be stereotyped on the basis of sex.

    a) Give 3 or 4 examples of people you know who use "tools" usually used by a member of the opposite sex.
    b) How would people feel if they saw a male using a "tool" usually used by a female?
    c) How would people feel if they saw a female using a "tool" usually used by a male?
    d) Which sex is more limited by sex-role stereotyping? Why do you think so?
    e) If you (or a friend) were an adult who chose to have an "unusual" career, what would you do if someone "put you (or your friend) down" for working at a job usually done by a member of the other sex?

TOOLS OF THE TRADE

Shovel

Electric Drill

Sewing Machine

Fashion Magazine

Wrench

Sports Magazine

Briefcase

Broom

Baton

Baseball Cap

Rolling Pin

Furniture Polish

Work Gloves

Blow Torch

Soccer Spikes

Ballet Shoes

Football

Hair Curlers

Calculator

Hair Spray

Hammer

Blow Dryer

Typewriter

Car Jack

Integrating Multicultural Approaches to Home Economics Programs

Presenter: Penny Ralston
Home Economics Education
Iowa State University

Agenda

15 minutes	Introduction Definition and Outcomes of Multicultural Education
30 minutes	Film: Eye of the Storm
20 minutes	Guidelines and General Instructional Strategies for Implementing Multicultural Education
30 minutes	Group Work: Developing Multicultural Strageties - Food and Nutrition - Family Life/Child Development/Parenting - Clothing and Textiles - Management and Consumer Education
20 minutes	Sharing and Group Discussion
5 minutes	Summary and Wrap-up

Multicultural Concepts in Home Economics

Family Life/Child Development/Parenting

Understanding self in relation to cultural values

Understanding self in relation to bias and prejudice

Cultural factors in composition of families

Cultural and ethnic variations in family relationships

Effect of cultural heritage in development of children

- social/emotional development
- moral development

Ethnic differences in child rearing practices

Issues involved in parenting as a result of differences in family composition

- single parenting
- stepparenting
- adoptive parenting
- foster parenting
- substitute or surrogate parenting

Parenting special needs children
(those with physical, mental, or emotional disabilities as well as those with superior abilities compared to others in their age group)

Textiles and Clothing

Cultural factors in selection of clothing

Cultural factors in means of acquisition of clothing

Cultural factors in use of clothing

Clothing needs and interests by individuals in different stages of the life cycle

Clothing adaptations for the physically handicapped

Food and Nutrition

Cultural differences in food

- Ethnic minority food
(e.g., Native American Indian, Hispanic, Oriental, Black American, etc.)
- Ethnic food
(e.g., German American, Italian American, etc.)
- Regional food
(e.g., Southern, New England, etc.)
- International food

Cultural factors in the selection of food

Cultural factors in the preparation of food

Nutritional content of cultural and ethnic food

Dietary habits and customs of ethnic groups

Nutritional needs of individuals in different stages of the life cycle

Food habits of individuals in different stages of the life cycle

Management and Consumer Education

Culture as a factor influencing personal and family goals

Culture as a factor in use of resources

Culture as a factor in consumer choices and decisions

Consumer choices and decisions of individuals in different stages of the life cycle

Multicultural Teaching Strategies in Home Economics

Multicultural education can enhance your curriculum! Try some of the following strategies in your classroom.

Grooming/Clothing and Textiles

- Invite a cosmetologist to discuss hair and skin care for various ethnic/cultural groups. This may be particularly helpful when discussing hair care for black students. (See "Heads Up . . . Be Yourself," *What's New in Home Economics*, May/June 1974, pp. 31-34.)
- Discuss how culture may have a bearing on choice of clothing and clothing styles.
- Discuss clothing adaptations for the physically handicapped.
- Invite speaker to discuss clothing from different cultures around the world. As an additional project, have students construct clothing items from another culture. (See B. Nordquist et al., *What's New in Home Economics*, 1973 in bibliography.) Have students style their projects as an "international" component of annual style show.

Foods and Nutrition

- Discuss how culture affects the food habits of Americans. (See G. Harrison, *Forum*, 1977 and "Americana . . ." series in *Forecast*, 1976.)
- Prepare bulletin board featuring ethnic foods and identify their nutritional content.
- Include copies of ethnic cookbooks in foods lab.
- Have students discuss ethnic foods prepared by their families. If appropriate, have students prepare some of the food dishes in class. Have students taste and react to the food dishes, and analyze them for (a) cost of preparation and (b) nutritional content.

Family Living/Human Development

- Have students compare and contrast characteristics of families from various ethnic groups. This can be done through library research and/or interviews with ethnic families. (See P. Scott, *J. of Home Economics*, 1976 and A. Gravatt, *Concomitant Learning*, 1978 in bibliography.) Have students note diversity of family characteristics within each ethnic group. Discuss how families, regardless of ethnicity, are heterogeneous.
- Invite panel of parents representing different family forms (single parents, stepparents, unmarried parents, handicapped parents) to discuss how they handle responsibilities of parenthood. Include both males and females, as well as persons from various ethnic/cultural groups.
- Include children from various ethnic/cultural groups in play school.
- Discuss the aging process and the fact that it begins at birth. Help students explore their attitudes toward aging and older people. (See P. Ralston, Teaching the Young About the Old, *Illinois Teacher*, Vol. XXI March/April 1978.)

Personal Development

- Have students define prejudice and discrimination. Have them relate situations when prejudice and/or discrimination was taking place. Through value clarification techniques, help students explore their feelings toward various groups in society.
- Divide students into groups of three. In small groups, have students:

  1. discuss a time when a student in their school was made to feel "different" because of his/her:

     a. religious background
     b. ethnic/cultural background
     c. handicap (physical, emotional, or mental)

2. discuss a time when you were made to feel "different." Why were you made to feel this way? How did you feel as a result?

In a large group, have students share some of their experiences. Discuss how all people have differences as well as similarities.

Resources

"Americana . . . Culture, Cuisine and Customs: Jewish American, New York Style." *Forcast for Home Economics*, Vol. 23, March 1977, pp. 46-47.

Americana . . . Culture, Cuisine and Customs: Louisiana." *Forecast for Home Economics*, Vol. 23, January 1976, p. 29.

Americana . . . Culture, Cuisine and Customs: Soul Food." *Forecast for Home Economics*, Vol. 22, March 1976, p. 19.

This series of articles discusses food traditions of Jewish Americans, Afro-Americans and the Creole culture of Louisiana.

"A Taste of Tradition: Japanese." *Forecast for Home Economics*, May/June 1978, p. 61.

"A Taste of Tradition: Italian." *Forecast for Home Economics*, January 1978, p. 10.

"A Taste of Tradition: Mexican." *Forecast for Home Economics*, September 1977, p. 134.

This series of articles describes the influence that Japanese, Italian, and Mexican cultures have had on American culture. Excellent readings for students when studying how international culture has affected ethnicity in this country.

Campbell, Sally R. "Adapting for Cultural Differences." *Consumer Education, in an Age of Adaptation.* Chicago: Sears, Roebuck and Co., 1971, pp. 24-29.

Outlines suggestions for including ethnic diversity when teaching consumer education.

Gravatt, Arthur. "Family Ethnic Study." Wallace, S.A. (ed.) *Concomitant Learnings: Hidden Influences in the Classroom.* Washington, D.C.: Home Economics Education Association, 1978, pp. 27-36.

Describes learning activities for teaching about families from different ethnic groups.

Harrison, Gail G. "Cultures and Food Choices." *Forum*, Fall/Winter 1977, pp. 4-8.

Discusses factors which affect food choices and specifically focuses on seven basic cultural themes which play an important role in the composition of eating patterns in the United States.

Hu, Sandra Matsukawa. "Exploring the World of African Textiles." *Forecast for Home Economics*, Vol. 19, March 1973, pp. 20-22.

Describes some of the fabrics of Africa and gives information of how they are made.

Keiser, Majorie and Oberts, Angelina. "The Value of Heritage: Ethnic Cultures Have Important Role in Education." *What's New in Home Economics*, Vol. 37, January 1971, pp. 24-25.

Discusses pilot project which was designed to provide in-service education for teachers concerning American Indians residing in Montana.

Kleber, Jean E. "Students from One Parent Families: Making the Most of Them." *Illinois Teacher*, Vol. XXII, Nov/Dec 1978, pp. 82-84.

Describes some of the "advantages" of single parenthood and discusses ways teachers can "make the most" of skills students from this family situation have to offer.

Manning, Doris E. "What's Your Cultural Literacy Score?" *Illinois Teacher*, Vol. XXIII, March/April 1980, pp. 194-195.

Discusses three steps to becoming culturally literate: (1) become conscious of one's own culture, (2) analyze selected areas of another culture, and (3) record information about other cultures, identifying subjective feelings and inferences.

Manno, Anne. "Foods of the American Indian." *Forecast for Home Economics, Vol. 19, October 1973, pp. 66-68.*

Discusses foods of American Indians who live in various geographical areas of this country. Includes recipes.

Moran, Joan O. "Housing for the Handicapped." Illinois Teacher, Vol. XXIV, Nov/Dec 1980, pp. 102-104.

Discusses designing new homes and remodeling existing homes for the disabled. Suggests that adaptations in housing design can be beneficial to both disabled and nondisabled.

Nordquist, Barbara and Mettam, Jean. "Authentic West African Clothing to Make Yourself." *What's New in Home Economics*, Vol. 37, February 1973, pp. 33-35.

Describes African clothing that can be made in the classroom. Includes designs of patterns for West African vest, shirt, and robe. Also includes techniques for decorating African fabrics.

Ralston, Penny. "The Black Elderly and the Quality of Life." *Illinois Teacher*. Vol XIX, Sept/Oct 1975, pp. 26-31.

Relates research and programs for the black elderly in the areas of food and nutrition, income management, housing and home management, and family and social relationships.

Sasse, Connie R. (ed.). "Enhancing Cultural Pluralism Through Home Economics." *Tips and Topics in Home Economics*, Vol. XV, October 1974.

The issue of *Tips and Topics* includes a variety of teaching ideas for implementing multicultural education in home economics content areas.

Scott, Patricia B. "Teaching About Black Families Through Black Literature." *Journal of Home Economics*, Vol. 68, March 1976, pp. 22-23.

Outlines some ways in which black literature might be used in teaching about black family life.

Spencer, Barbara. "Foreign Cooking Affairs." *Forecast for Home Economics*, Vol. 24, December 1978, pp. 14-15.

Describes a card game to help students to become familiar with foods from various countries as well as ways of preparing them using portable kitchen appliances. Could be adapted for foods from American subcultures (such as blacks, Hispanics, and Asian Americans).

Timberlake, Constance H. "Black Women and the ERA." *Journal of Home Economics*, Vol. 69, March 1977, pp. 37-39.

Discusses and refutes the myth that black women do not support the Equal Rights Amendment.

Valentine, Evelyn Pasteur. "Home Economics and School Desegregation: A Success Story." *Journal of Home Economics*, Vol. 69, March 1977, pp. 30-32.

Describes the role of the home economics department at Lake Clifton High School in facilitating desegregation in the Baltimore, Maryland schools.

Developing Support Systems for Home Economics and Industrial Arts Programs

Introduction and Overview

Brainstorming reactions to "status quo" and "change"

Support Systems

A review of the obstacles to innovative programs and developing, supporting them was reviewed.

The need why support systems in overcoming obstacles and the "status quo" was established.

A model which can be used to identify target groups at various levels for developing support was explained.

Determining the Problem and Planning for Change

Explanation and an example of the use of a force field

Development of a second example with the group

The Difference between Methods and Target Groups

Explanation of why and how actions such as forming an advisory group are methods for reaching various target groups

Identification of other methods with the group

Developing a Plan of Action for Developing Support

Small groups write plans of action that include:

1. Statement of problem(s) and goal.
2. Identification of target groups and level of support needed.
3. Determining activities for reaching target groups and developing their support.
4. Establishing responsibilities and time line for tasks.

Summary of program with Small Groups Reporting on Their Plans

Transparency No. 1

The Program

Introduction to Some Ideas
Support Systems
Looking at a Problem & Planning for Change
The Difference between Methods and Targets
Action Planning

Transparency No. 2

Obstacles to Co-Ed Programs in Industrial Arts and Home Economics

Teacher Isolation
Local School Administrators
Curriculum Constraints
Facility Limitations
School Counselors
Teacher Background
Lack of Community/Parent Support
Images and Stereotypes

Transparency No. 3

Reaction to Change

Commitment
Cooperation
Support
Acceptance
Indifference
Apathy
Protests
Slowdowns
Sabotage

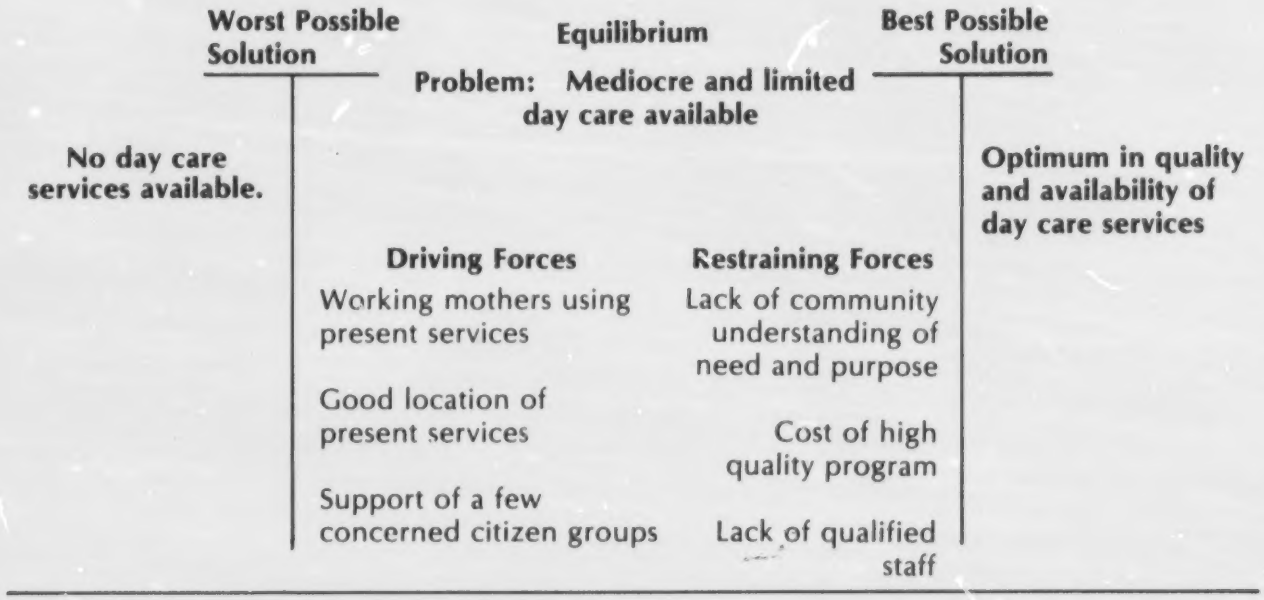
Transparency No. 4

A Support System Matrix

Target Groups	Levels of Support: In School	Local Area	Regional	State-Level	National
Professional					
Parents/Taxpayers					
Clients					
Educational Agencies					
Political					

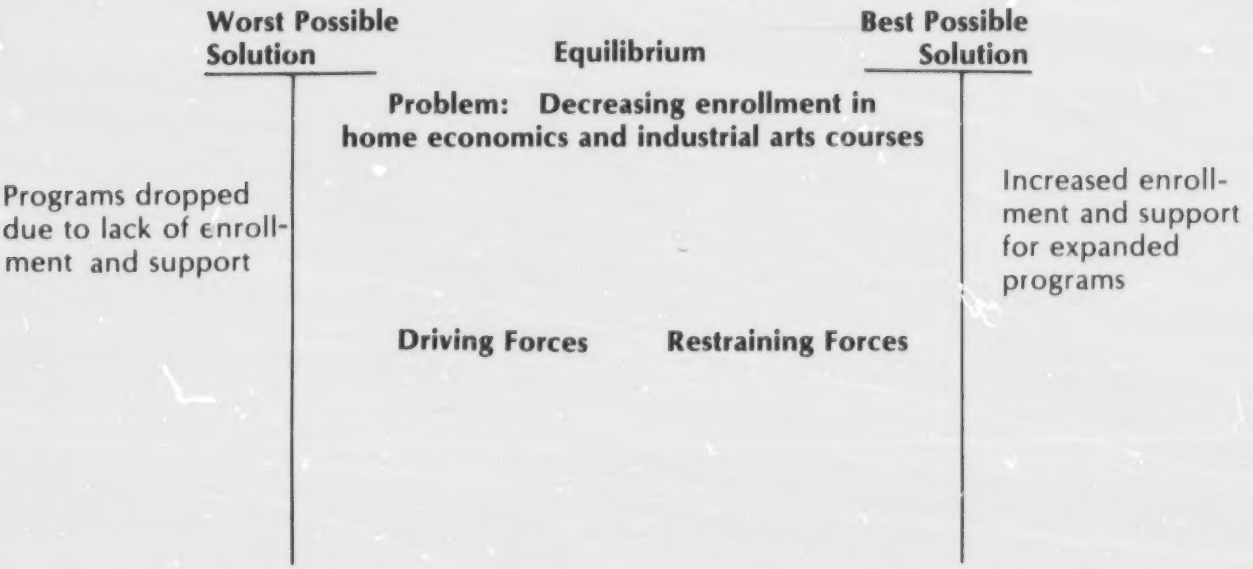
Transparency No. 5

A Force Field Analysis


Worst Possible Solution
Equilibrium
Best Possible Solution
Problem: Mediocre and limited day care available
No day care services available.
Optimum in quality and availability of day care services
Driving Forces
Working mothers using present services
Good location of present services
Support of a few concerned citizen groups
Restraining Forces
Lack of community understanding of need and purpose
Cost of high quality program
Lack of qualified staff

Transparency No. 6

A Force Field Analysis


Worst Possible Solution
Equilibrium
Best Possible Solution
Problem: Decreasing enrollment in home economics and industrial arts courses
Programs dropped due to lack of enrollment and support
Increased enrollment and support for expanded programs
Driving Forces
Restraining Forces

Example

Planning the Development of Your Support System

Name(s) and School(s) Ann Smith (H. E.) — Newark Jr. High

Jim Brown (I. A.) — Newark Jr. High

1. **Using the Support Systems Matrix, decide what level or levels of support you want to develop:** In-School and Local Area

2. **List specific subgroups for each target group you would need to address for your support system.**

Target Groups	Specific Subgroups within Each Target Group		
Professional Groups	* Counselors	Teachers' Organization	* Administration
Parents/Taxpayers	P.T.A.	Church Groups	
Education Agencies	* School Board	*District Curriculum Committee	
Political Groups	Local State Legislator	City Council	
Clients(Students)	Present Students	* Future Students	

3. **Decide which five of the above subgroups are the most critical in supporting your program and put an asterisk by those five.**

4. **What would be the worst possible thing that would happen to your program if these subgroups were opposed to it?**
Industrial arts and home economics would no longer be offered at the junior high level.

What would be the best possible thing that could happen to your program if these subgroups strongly believed in it? (This is essentially stating your program goal or goals.)

All students would be required to take both home economics and industrial arts for both years of junior high and as a result would demonstrate basic living competencies.

5. **What are some of the factors that are driving and restraining forces in terms of your reaching your program goal(s)?**

Driving Forces	Restraining Forces Goal(s)
fast rate of change in society	stereotypes of I. A. and H. E.
school board concerns about students being prepared for future roles	administration resistance to change
students in classes enjoy them	other teachers don't want to give up class time
parents aware of need for consumer education and career education	counselors see scheduling as a problem

6. **What method or methods will you use to develop your support system?**

There are various methods and combinations of methods you might use for developing your support system. Examples include any one of the following:

- A Program Advisory Council or Committee made up of influential people who represent various subgroups within the target groups.

- A public relations program that includes information and publicity about program activities which is aimed at specific target groups and subgroups.

- Having classes or the youth organization(s) conduct activities to promote their organization and the program, informing people about the program.

- Having people from the various target subgroups serve as resource people for class presentations, class projects, and community contacts for information.

- Various combinations of the above and/or other methods, as advisory board developing a list of resource people for class presentations, the youth organization doing program publicity activities, class members developing and publishing information gained from classes as a consumer, or "best buys" newsletter for distribution to parents and others.

We will develop a joint H. E. and I. A. Advisory Council for promoting and supporting programs.

Your Plan of Action

Step by step activities for developing and implementing your method.	Who will be responsible for each step?	Initiated	Completed	Indicator of Success of Each Step
Determine who would be a good representative for each subgroup	Will do as a team	May 1	May 8	By asking people if they know names we select
Obtain administrative O.K. and invite representatives to serve on council.	Will do this as a team Jim writes letters	May 12	May 15	Majority of people agree to serve
Hold first meeting and ask council to assist with a needs assessment for program revision.	Plan and do as a team, asking S.E.D. to assist	May 22	May 29	Council agrees to assist and procedure determined
Needs assessment completed and council examines for program implications	Both with Council	May 29	June 26	Council supports all students taking both courses
New curriculum planned represent	Both with Council Input	Summer	December	Council and groups they want new curriculum implemented right away!
Implement new curriculum	Both, as team	January		

Integrating Multicultural Career Education Components into Industrial Arts and Home Economics Programs

Presenter: Lenola Busby Allen
Iowa Department of Public Instruction

Agenda

I. Introduction
II. Brief Background Material
III. Diverse Ethnic Groups--WHO ARE THEY?
IV. Joining the Forces: Multicultural and Career Education Components
V. Equality as Related to Career Opportunities
VI. Problems of Diverse Ethnic Groups
VII. Recommended Strategies/Activities Pertaining to Programs
VIII. Summary
IX. Suggested Readings and Other Resources

Background Information

One educational task of the school is to provide information about careers. All students need to be educated about career opportunities. Industrial arts and home economics students are potential recipients of information of the full range of educational and occupational opportunities.

One of the most serious omissions in addressing educational and occupational opportunities is the consideration of the effects of cultural factors in the process. These factors have direct implications on the types of occupations people consider for their labor market entry and exit patterns, and as a result, for career decisions. Home economics and industrial arts programs are obligated to address the many different dimensions of the lives of students. Some of these dimensions include their cultural characteristics; intra-group variations; their present status in society; conditions of their political, economic, and social existence in historical perspective; and their contributions to the development of American culture and the advancement of humankind.

As the number of diverse ethnic students increases in home economics and industrial arts programs, school personnel will require additional information about various ethnic groups, such as their history, background, access to and participation in education and training programs, present stature in the work force, and many others. Diverse ethnic groups include ethnic minorities with varying educational and employment patterns. Ethnic minorities are overrepresented in the unemployment world and in the world that is filled with the less sought-after careers. Biases and various stereotypic practices have had a great impact on career opportunities for ethnic minorities. Many are not aware of various means available to them for changing career options.

One of the continued/priority challenges of the 1980's in industrial arts and home economics will be to implement the integration of multicultural career education components into their programs. Unfortunately, to many teachers the concept of multicultural education is either hazy or unfamiliar. Integrating ethnically pluralistic education components in the curriculum has the potential of producing fundamental changes in homemaking and industrial arts curricula and also of reforming the entire nature of these programs. For this potential to be realized, information about ethnic and cultural diversity in home economics and industrial arts programs must be handled carefully and conscientiously. By recognizing the history and acknowledging the culture of diverse ethnic students, industrial arts and home economics teachers can modify existing programs and/or develop new strategies to integrate multicultural career education components into the curricula. In an effort to provide multicultural career information to students, including diverse ethnics, these teachers can assist in enriching the experiences of all of the students enrolled by introducing a variety of perspectives and can strengthen cooperation with ethnic minorities.

The programmatic content must emphasize educational experiences that systematically focus on knowledge about and understanding of the various ethnic and cultural groups that comprise our work force data source.

Multicultural education and career education have many components. Each involves both the formalized and the hidden curriculum. There are commonalities in the elements for each:

1) awareness (self/culture, education, career, etc.)
2) decision-making
3) competency/skills/abilities
4) attitudes, appreciation, and interests

The implementation/integration of multicultural career education components in home economics and industrial arts programs requires the collective effort of school personnel and community members in collaborative roles. This reflects the shared roles of administrators, teachers, and parents. Integrating multicultural career components in these programs can help attract and retain increasing numbers of diverse ethnic students, and can also help to provide these students with equal access and opportunity in occupational education.

How then do we design/implement industrial arts and home economics programs that will meet the career education needs of culturally diverse students living in a pluralistic society? Should the programs, services, and activities adapt to the culturally diverse? Should the culturally diverse adapt to the programs, services, and activities? Programs (services, and activities) can adapt to the culturally diverse if educators recognize the fact that we are living in a pluralistic society which has made a commitment to honor the rights and privileges of all its citizens. Teachers must use their cognitive and affective capacities to make the necessary changes/modifications/revisions/additions/deletions needed to enable programs, services, and activities to function fairly and effectively for all cultural groups.

The multicultural process is not an *add on* to existing home economics and industrial programs. Fragmented and isolated units, courses, and bits of information about ethnic groups interspersed sporadically into these programs **will not** accomplish the goal. Nor will "sweet-and-honey" additive approaches, wherein the curricula remain basically the same, and ethnic content becomes an appendage or supplementary kit to these curricula. Rather, in designing/re-designing curricula, well-conceived, systematic programmatic plans must be employed that allow for ethnically specific content to become integral parts of all aspects of the programs. Care must be taken to ensure that programs will be relevant to the needs of diverse ethnic groups for their career exploration and that classroom practices **do not** separate them from their cultural background.

The multicultural process includes diversifying the program content as well as humanizing teaching strategies. This should be employed in the dissemination of information about careers. Materials, activities, and experiences that are authentic, interdisciplinary, multidimensional, comprehensive, integrative, and that employ cognitive, psychomotor, and affective skills should be used to assist students to understand ethnic differences and cultural diversity. In order to be effective, school policies and practices must be examined. Staffing patterns may have to be changed. Inservice training will be needed to examine the history of diverse ethnic groups, curriculum content, textbooks, and materials. Such training may focus on how policies, practices, curriculum content, and resource materials may inadvertently make enrollment and retention of diverse ethnic students in programs difficult.

In the past, so much has been written about subject matter that the humanizing component of multicultural education is often overlooked. Much focus can be done on teaching/learning environments where power and decision making are shared. Teacher-student interaction can support and increase the creation of a supportive class/program learning enviroment. Class/program strategies should be designed which enable the student to understand and explore the self concept. Industrial arts and home economics programs provide excellent avenues for enhancing the personal growth of students.

Teachers who tend to use only special ethnic holidays, religious occasions and ceremonials, super-heroes, and foods to make their career information instruction multicultural are being shortsighted. Furthermore, they are not educating students to the real values of various ethnic groups.

Integrating multicultural career education components in home economics and industrial arts programs can be visible in a number of ways, including: 1) reflecting the pluralistic nature of our work-related society, both past and present, 2) examining societal forces and conditions which operate to optimize or minimize the career opportunities of ethnic groups, 3) assisting individuals to gain knowledge and appreciation of the many contributions in the work force made by members of various ethnic and/or cultural groups, and 4) portraying people (whatever their ethnic category) working together. Accomplishing that task will promote the concept that every ethnic group has many individuals who have made important contributions to society. **Therefore, industrial arts and home economics students may want to explore careers relating to the work of a(n) ------**

What to Do About Stereotyping in the Classroom

Industrial arts and home economics programs can and should bear some of the responsibility for: (1) removing barriers from the paths of diverse ethnic students that could possibly limit their potential for learning, (2) improving textbooks that distort reality, and (3) presenting role models to expand diverse ethnic students' perceptions of their options in educational and occupational settings.

Industrial arts and home economics teachers are in a position to aid in integrating multicultural career component programs that could alleviate some of the stereotyping that currently takes place. Following are a few examples of the type of activities which could be planned:

- Use community resources to help students see men and women of all races, religions, and socioeconomic strata in various careers. Arrange for classroom visits by parents with occupations not requiring college degrees, or by diverse ethnic individuals in occupations traditionally considered to be for whites only.
- Schedule field trips in places where all races work together on an equal basis.
- Try to develop school contacts with diverse ethnic groups and parents from all socioeconomic levels.
- Examine after-school programs and club activities. Try to include diverse ethnic groups.
- Try to find stories, films, and other learning materials showing diverse ethnic groups involved in nonstereotypic occupations.
- Ask students what they want to do after graduation from high school. Discuss differences between white students' and nonwhite students' responses.
- Make a bulletin board from magazine or newspaper pictures showing people in nontraditional roles, such as a Black judge, an Oriental architect, and so on.
- Have students examine the media, such as television, magazines, and newspapers, for stereotypes in articles and advertisements. Have them report on the examples, and encourage class discussion.
- With the aid of students and other staff members, organize an "occupational fair" at which all races, sexes, and nationalities in nontraditional roles can inform students of opportunities in various careers.
- Develop a suggested outline that can be used by you and other industrial arts and home economics teachers for evaluating material regarding stereotyping.
- Make a list of at least four projects you could introduce to your class which involve minorities and other stereotyped groups in traditional as well as nontraditional occupations.
- Examine classroom programs and curriculum materials currently used in your school to see if they reinforce stereotypes.

Transparency #1

Within the Total Multicultural Career Education Components of Industrial Arts and Home Economics Programs, Unique Problems of the Following Groups* Must Be Recognized:

-Asian Americans or Pacific Islanders
-Blacks (not Hispanics)
-Hispanics
-American Indians or Alaskan Natives

*Identifies as used for federal reports by the Career Education Division of the DPI

Transparency #2

Multicultural Career Education Components in Home Economics and Industrial Arts Programs

- **Bring together people and jobs that are exemplary of the cultural diversity of our pluralistic society.**
- **Develop awareness and capability for adult roles with emphasis on:**

  Asian Americans or Pacific Islanders
  Blacks (not Hispanics)
  Hispanics
  American Indians or Alaskan Natives

- **Create diverse ways to publicly recognize masteries.**
- **Enable all students to comprehend, cope with, and influence the economic-social-political system.**

Transparency #3

Equality of Opportunity in Industrial Arts and Home Economics Education

- **All students recognize that they have access to full range of career options**
- **All students feel personal freedom to act on careers of interest:**

  Requires dealing with barriers to freedom of career choice which are deeply ingrained through process of socialization

Transparency #4

Problems of Diverse Ethnic Groups Wishing To Expand Career Options

A. Problems of diverse ethnic groups are reflected in their position in the labor force

B. Ethnic groups in the United States are not a homogeneous group in society; the problems affecting each ethnic group must be addressed separately

C. Ability to assist diverse ethnic groups is partly a function of ability to see through myths that have grown up around these groups

D. Barriers posed by schools and by employers may be difficult to overcome for diverse ethnic groups

Resources

American Institute for Research. *Programs to Combat Stereotyping in Career Choice.* Performed under U.S. Office of Education Contract No. 300-78-0471. 1980.

Birk, J. C.; Cooper, J.; and Tanney, M.F. "Racial and Sex-Role Stereotyping in Career Information Illustrations." Paper presented at the meeting of the American Psychological Association, Montreal, 1973.

Chambers, Bradford. "Racist Stereotypes in Career Education Materials." Paper presented at the National Conference on Combatting Stereotypes in Career Choice, Washington, D.C., November 26, 1979.

Chisholm, Shirley. "Sexism and Racism: One Battle to Fight." *Personnel and Guidance Journal.* 1972, 51: 123-126.

Coordinating Council for Occupational Education. *Career Choice and Career Preparation.* Olympia, Washington, 1972.

Council on Interracial Books for Children. *Racism in Career Education Materials: How to Detect It and How to Counteract Its Effects in the Classroom.* New York: Racism and Sexism Resource Center for Educators. 1975.

Holland, John L. *Making Vocational Choices: A Theory of Careers.* Englewood Cliffs, N.J.: Prentice-Hall, 1973.

Hoyt, Kenneth. *A Primer on Career Education.* Washington, D.C.: U.S. Government Printing Office, 1977.

Hoyt, Kenneth and others. *Career Education in the High School.* Salt Lake City, Utah: Olympus Publishing Company, 1977.

Career Education: What It Is and How to Do It. Salt Lake City: Olympus Publishing Company, 1974.

Mather, Mary. "What Will the Seventies Require of Home Economics?" *Illinois Teacher for Contemporary Roles.* January-February, 1971. Vol. XIV, No. 3.

Spitzer, Sally, "Career Education: A New Name for an Old Game." *EPIC,* 1(1).

Programs Designed to Combat Race Stereotyping in Career Choice

Bootheel Career Exploration Project (BCEP)

The primary goal of the program was to have a majority of the disadvantaged participating youth successfully employed earning more than a minimum wage, or enrolled in a formal post-high school education program following graduation from high school.

Contact Person: Edward M. Wilson, Dean
Cooperative Extension and Research
Lincoln University
Jefferson City, Missouri 65101

Bilingual Career-Oriented Curriculum Materials

The culturally and linguistically authentic materials are designed to achieve these goals: (1) to increase students' proficiency in their native language and in English as well; (2) to encourage scholastic achievement for job preparation; and (3) to promote career awareness, preparation, exploration, and decision making. Subject areas include language arts, social studies, and mathematics (may be adaptable to other subject areas).

Contact Person: Juan D. Solis, Director
Juan A. Amador, Curriculum Coordinator
The National Center for the Development of Bilingual Curriculum
3700 Ross Avenue
Dallas, Texas

Choices and Careers: Free To Choose

The program consists of 16 curricular units covering such topics as personal development, career exploration, interpersonal relationships, personal finance management, and life planning. This program is for use with young Native American women.

Contact Person: Georgia Lonetree
Cooperative Extension Programs
University of Wisconsin
432 North Lake Street
Madison, Wisconsin 53706

Recognizing and Identifying Stereotypes in Home Economics and Industrial Arts Texts and Resource Material

Presenter: Ed Roberts
Mid-Atlantic Center for Sex Equity
Washington, D.C.

The session began with a presentation of six forms of bias that are evident in instructional materials. They are: Invisibility, Stereotyping, Imbalance, Unreality, Isolation, and Language. In each case practical examples were presented that showed some of the many ways bias appears in instructional materials.

To expand on the forms of bias, an exercise was conducted using words and phrases commonly seen in our language. Each was discussed and alternatives were identified. The purpose of this exercise was to demonstrate how those words and phrases can imply bias.

In addition to textual bias, pictures and illustrations were also discussed. Examples of visuals that show stereotyping and other forms of bias were presented along with remedies for correcting those problems.

The session concluded with a discussion of guidelines that could be used to examine instructional materials for bias and how to use biased materials. The guidelines presented a series of questions addressing language, roles, and visual materials. The questions enable the users to look at instructional materials in a directed, critical way that will enable them to identify any bias that may exist. Suggestions for using materials that are found to be biased but cannot be replaced were then identified.

Summary of the Forms of Bias in Instructional Materials*

1. **Exclusion/Invisibility**

Perhaps the most fundamental form of bias in instructional materials is the complete or relative exclusion of a particular group or groups from representation or consideration in text and/or illustrations.

Research suggests, for example, that textbooks published prior to the 1960's largely omitted any consideration of Black Americans within contemporary society, and indeed rendered Black people relatively invisible from accounts or references to America after the Reconstruction. Spanish-speaking Americans, Asian Americans, and Native Americans continue to be absent from most textbooks, both in terms of their historical roles and contributions to our society and with reference to their current status or position. Many studies indicate that women, who constitute over 51 percent of the U.S. population, represent approximately 30 percent of the persons or characters referred to throughout textbooks in most subject areas. All of these are examples of the existence of bias through exclusion or invisibility.

2. **Stereotyping**

When they are included in textbooks, racial-ethnic minority group members and both males and females are often portrayed with regard to only one particular attribute, characteristic, or role. Some of the stereotypes most frequently seen in textbooks include:
the portrayal of **Asian Americans** only as laundry men or cooks;

the portrayal of **Mexican Americans** only as peons or migrant workers;

the portrayal of **Native Americans** as either "bloodthirsty savages" or "noble sons of the earth";

the portrayal of **women** primarily as mothers (and only occasionally as nurses, secretaries, or teachers) and as passive, dependent persons defined solely in terms of their home and family roles;

the portrayal of **men** in a wide variety of occupational roles (and only occasionally as husbands and fathers) and as strong, assertive persons defined primarily in terms of their occupational roles.

In textbooks published before the 1960's, the stereotyping of Black Americans as "Uncle Remus" or "plantation mammy" characters was frequently documented.

Stereotyping may occur in reference to any of a number of variables: physical appearance, intellectual attributes, personality characteristics, career roles, domestic roles, and social placement (with regard to access to roles of personal, social, or institutional power or dominance).

3. **Imbalance/Selectivity**

Textbooks perpetuate bias by presenting only one interpretation of an issue, situation, or group of people. This imbalanced account restricts the knowledge of students regarding the varied perspectives which may apply to a particular situation. Through selective presentation of materials, instructional materials may distort reality and ignore complex and differing viewpoints. As a result, millions of students have been taught little or nothing about the contributions, struggles, and participation of women and minorities in our society.

Examples of these distortions include:

- The origins of European settlers in the New World are emphasized, while the origins and heritage of African Americans are frequently omitted.
- The history of Native American Federal relations is frequently described in terms of treaties and protection, rather than with reference to broken treaties and progressive government appropriation of Native American lands.
- References to Chinese immigrants emphasize them as "cheap labor" which necessitated the passage of restrictive immigration laws and threatened the living standards of other Americans, without any mention of the contributions of the Chinese, and the many forms of discrimination and harassment they experienced.
- Textbooks refer to the fact that "women were given the vote" but omit the physical abuse and sacrifices suffered by the leaders of the suffrage movement.

4. **Unreality**

Many researchers have remarked upon the tendency of instructional materials to ignore facts which are unpleasant or which do not conform with the stated value system of the white majority culture. Instructional materials often ignore the existence of prejudice, racism, discrimination, exploitation, oppression, sexism, and intergroup conflict. Controversial topics are glossed over. This unrealistic coverage denies children the information they need to recognize, understand, and perhaps some day conquer, the problems that plague society.

Examples of unreality may be found in materials including discussions of the improvement of the opportunities for minority groups without indicating the problems which are still faced by large numbers of minority group persons or the portrayal of women only in home roles despite the fact that a majority of adult women work outside the home.

5. **Fragmentation/Isolation**

Bias through fragmentation and isolation takes two primary forms. First, content regarding minority groups and women may be physically or visually fragmented and isolated and delivered only in separate chapters (e.g., "Black Americans and the Winning of the West," "Bootleggers, Suffragettes and Other Diversions") or even in boxes to the side of the page (e.g., "Ten Distinguished Black Americans," "Ten Women Achievers in Science"). Second, racial-ethnic minority group members and women may be depicted as interacting only with persons like themselves, never contacting or impacting the dominant culture.

Fragmentation and isolation imply that the history, experiences, and situations of minority and female persons are somehow entirely unrelated to those of the dominant culture or cultures (usually white, Anglo-Saxon, Protestant, and male). They ignore the dynamic relationship of these groups to the development of our current society, and imply the continuous progress of the dominant culture without any reliance upon the contributions and influence of racial-ethnic minorities and women.

6. **Linguistic Bias**

Language is a powerful conveyer of bias in instructional materials. Use of the generic "he" is an obvious source of bias, but there are also many more subtle forms of linguistic bias. For example:

- Native Americans are frequently referred to as "roaming," "wandering," or "roving" across the land. These terms might be used to apply to buffalo or wolves; they suggest a merely physical relationship to the land, rather than a social or purposeful relation. Such language implicitly justifies the seizure of Native lands by more goal-directed white Americans who "traveled" or "settled" their way westward.
- Immigrant groups are often referred to as "hordes" or "swarms." These terms serve to dehumanize, and to reduce the diversity and variation within any group of people.
- Such words as "forefathers," "brotherhood," and "manmade" serve to deny the contributions and existence of the 51 percent of the U.S. population which is female.

*Developed by Myra Sadker and David Sadker for Title IX Equity Workshops Council of Chief State School Officers.

1. Chairman
2. Congresswoman
3. Fireman
4. Everyone should turn in his report
5. Every nurse should turn in her report
6. Man and his world
7. Mr. McAllister runs the garage in partnership with his wife, a striking blonde who mans the pumps
8. The pioneers headed west, taking their wives and children to unknown territory
9. Poetess
10. Man-sized job
11. Old maidish
12. Sissy
13. I'll have my girl copy this for you
14. Dear Sir:
15. John Jones and Miss Harriet Hopkins organized the fund drive
16. Mrs. Ricardo Rodriguez
17. Henpecked
18. Your better half
19. The lady plumber did a surprisingly good job
20. The students roared when the football team came running out on the court during awards night with their jerseys stuffed with forty-inch bosoms (Actual quotation from a textbook.)

From: New Pioneers: Seminar Leader's Handbook, Amanda J. Smith, ed., Women's Educational Equity Act Program, U.S. Department of Education, Washington, D.C.

When the groups have finished rewriting the list, have them share their opinions of what needed changing and why.

Below are some alternatives with comments about their implications, which you may add if they don't come out in the discussion.

If you have a relaxed group you may find some of their comments risque, so proceed with caution. If it suits your personal style, the more laughter you hear the better!

1. Chairman, chairwoman, chairperson may all be acceptable. The suffix "-person" should be used if the gender is unknown: "We will elect a chairperson." Some people prefer it as the universal term; others prefer to use "chairman" or "chairwoman" when the sex is known. B h uses allow for expanded images if the usage is consistent. Look out for the pitfall of calling men "men ' and women "persons": "Mister Chairman" but "Madam Chairperson." It is perfectly respectable to be female: "Madam Chairwoman." Some prefer to avoid the entire issue: "Madam/Mister Chair."
2. Congresswoman, Congressperson, or Representative. See 1. above.
3. Firefighter. This word illustrates the importance of playing with words until you find something you are willing to say, rather than simply substituting "person" for man. No one could bear "fireperson." Also, the expanded word is often stronger and clearer--"fighter" is more graphic and more specific than "man."
   Similar titles which could easily become a language exercise for students are: police officer, mail carrier, business executive, salesclerk or sales agent. In all cases if there is some reason to specify sex, it may be acceptable: "The YWCA will honor the business-women of the community."
4. His or her report. Her or his report. The report. A report. Their report. Or recast the sentence: "All students should turn in their reports." "All reports are due." We predict that "they" as a singular pronoun will become accepted; the "editorial we" is already used to be impersonal. The use of "you" in the singular is so common that "thee" has become archaic. (See Part C. below.)
5. His or her report, and other variations in 4 above are also acceptable. It is possible by heavy use of the plural and by avoiding pronouns to write entirely neutrally. Neutral writing does not discriminate but it does nothing to make an affirmative statement. In any situation where one sex might be assumed to dominate, specifying both at least once is more expansive: "Every nurse should turn in his or her report."
6. Humanity and their, People and their. Using just the word "man" gives a distorted view of history and what society is and was really like.
7. You can have fun with this sentence. Principles to look for: since they are partners they should have equal power and comparable physical descriptions, and Ms. McAllister will have to do something else with those pumps . . .
8. Pioneer families or Pioneer men and women. As stated the women and children are lumped in with the baggage.
9. Poet. The endings "-ess," "-ette," "-ix," and "-enne" imply that the woman is smaller or a special case. Other examples: usherette, stewardess, Jewess, aviatrix, comedienne. Two usages, actress and waitress, are generally accepted as being comparable to actor and waiter.
10. Big job, important job. If the remark is being made to a girl, use "woman-sized job" to expand her recognition that women are competent adults. If the remark is being made to a boy in praise of his adult efforts, it may be OK as stated.
11. Fussy? prim? cautious? What is really meant by old maidish? You may discover that the people in your group have different definitions, showing that the phrase not only demeans unmarried women, but is also unclear. Married women and men of all descriptions are also capable of being fussy, prim and cautious.

12. Cowardly? effeminate? afraid of getting dirty? The comments in 11 apply here also. The history of "sissy" is interesting: In times past it was more customary than now to call people by relationships, such as "Cousin Mason." "Sissy" was baby talk for sister. The short term for brother was "Buddy." Notice what has happened to those originally parallel terms--they are now a great insult and a great compliment.
13. Secretary, assistant or whatever she is. We have all heard of rigorous events which "separate the men from the boys," but it is far less common to "separate the women from the girls." It is "flattering" for a woman to be called a girl, implying that it would somehow be better if she were 17 and pattable than 47 and competent. "Girl" should be used only on those occasions when "boy" would be used for men: "a night out with the girls."
14. Dear Sir or Madam is the old-fashioned correct term. It is now common to address a title or function: Dear Editor, Teacher, Colleague, or Friend. Sometimes Dear Gentlepeople has graced letters that come to our office.
15. John Jones and Harriet Hopkins or Mr. John Jones and Ms. Harriet Hopkins or Jones and Hopkins or John and Harriet. Courtesy titles should have parallel usage. It is accepted expanded language to use a woman's last name alone: "Hopkins took charge of the door-to-door canvass."
16. Ms. Maria Rodriguez, Mrs. Maria Rodriguez, or correct as it stands, depending on her preference. Incorrect is Ms. Ricardo Rodriguez, unless the woman's name is Ricardo. The objection to Mrs. Ricardo Rodriguez is that the woman loses her identity. There is also the practical problem that Mrs. Ricardo Rodriguez may be a different person next year. Some women are choosing to retain their family names when they marry, either hyphenated with their husband's name or standing alone.
17. Pushed around? dominated? The word has an additional, untranslatable implication that it is much worse to be dominated by a woman than by a man. An additional exercise: make a list of similar words that insult men and that insult women. You will have to be uninhibited; many are unprintable. Henpecked, bastard, sissy, s.o.b., broad, chick, dog. Which list is longer? Which is more unprintable? How many of the male insults actually refer to a man's relationship with a woman or directly to a woman in his life? How many female insults are sexual or compare women to animals or things? In fact, the language tortures a woman's sexuality so badly that it is difficult to describe her sexual nature without prejudicing her person.
18. Your wife. The phrase on the list illustrates the paradox that women, though treated as inferior to men, are supposed to be superior at the same time, a situation guaranteed to produce resentment on both sides. It is part of the whole problem of the pedestal ("Who wants to spend her life on a fancy shelf?"). In those regions where this phrase is equally used to refer to husbands there is no problem with it.
19. The plumber did a good job. If for some reason it is essential to specify her sex, call her a woman. We wouldn't say "gentleman nurse." Inappropriate use of the word "lady" is another manifestation of the pedestal problem.
20. The students roared when the football team came running out on the court during awards night. Either end it there, omit it entirely, or provide a parallel sentence, such as one about a girls' team running out with their shorts stuffed with 14-inch penises. This is no more obscene than the textbook sentence. The point is that women's bodies are considered public property, freely discussed. Also, as in "womenless weddings," we often find humor in disguising high-status people (men) as low-status people (women). The reverse is shocking rather than humorous, because men's bodies are private, not to be laughed at, and because women parodying men could be seen by some as to be raising women's status. Most of us would probably agree that neither sentence belongs in a textbook.

Your group may come up with other words or phrases that they've had trouble with. If so, let the group brainstorm on finding graceful and acceptable solutions.

A Checklist for Evaluating Materials

Language

- Is the generic he used to include both males and females when sex is unspecified (e.g., the carpenter . . . he . . .)?
- Is the generic she used where the antecedent is stereotypically female (e.g., the housekeeper . . . she . . .)?
- Is a universal male term used when the word is meant to include both sexes (e.g., mankind, forefathers)?
- When referring to both sexes, does the male term consistently precede the female (e.g., he and she, the boys and girls)?
- Are occupational titles used with -man as the suffix (e.g., chairman, businessman)?
- When a woman or man holds a nontraditional job, is there unnecessary focus on the person's sex? (e.g., the woman doctor, the male nurse)?

- Are nonparallel terms used in referring to males and females (e.g., Dr. Jones and his secretary, Ellen; Senator Kennedy and Mrs. Ghandi)?
- Are the words "women" and "female" replaced by pejorative or demeaning synonymns (e.g., girls, fair sex, chicks, ladies)?
- Are women described in terms of their appearance or marital and family status while men are described in terms of accomplishments or titles (e.g., Senator Kennedy and Golda Meir, mother of two)?
- Are women presented as either dependent on, or subordinate to, men (e.g., John took his wife on a trip and let her play bingo)?
- Does a material use sex-fair language initially and then slip into the use of the generic he (e.g., A worker may have union dues deducted from his pay)?
- Is the issue of sexual equality diminished by lumping the problems of women, 51% of the population, with those of minorities (e.g., equal attention will be given to the rights of the handicapped, blacks,and women)?

Roles: occupational/social

- Are all occupations presented as appropriate to qualified persons of either sex?
- Are certain jobs automatically associated with women and others associated with men (e.g., practical nurse, secretary - female; construction worker, plumber - male)?
- Are housekeeping and family responsibilities still a prime consideration for females in choosing and maintaining a career (e.g., flexible hours, proximity to home)?
- Is the wife presented as needing permission from her husband in order to work (e.g., higher income tax bracket)?
- Is it assumed that the boss, executive, professional, etc., will be male and the assistant, helpmate, "gal friday" will be female?
- In addition to professional responsibilities, is it assumed that women will also have housekeeping tasks at their place of business (e.g., in an assembly plant with workers of both sexes, the females make the coffee)?
- Is tokenism apparent, in an occasional reference to women or men in nontraditional jobs, while the greatest proportion of the material remains stereotyped (e.g., one female plumber, one black woman electrician)?
- Are men and women portrayed as having sex-linked personality traits that influence their working abilities (e.g., the brusque foreman, the female bookkeeper's loving attention to detail)?

Audio/Visual Materials

- Are male voices used consistently to narrate audio material?
- Are female voices used only when dealing with traditional female occupations, such as child care?
- Do illustrations of males outnumber those of females?
- Do the illustrations represent mainly young, attractive, and preferred-body types both in composite pictures as well as in the body of the material?
- Is the text inconsistent with the illustrations (e.g., a sex-fair text illustrated with sexist graphics)?
- Are the illustrations stereotyped (e.g., male mechanics and female teacher aides)?
- Are women shown caring for the home and children while men earn the income?
- When children are illustrated in role rehearsal, are their behaviors and aspirations stereotyped?
- Are women and men commonly drawn in stereotyped body postures and sizes with females shown as consistently smaller, overshadowed, or shown as background figures?
- Does the artist use pastel colors and fuzzy lines when illustrating females and strong colors and bold lines for males?
- Are women frequently illustrated as the cliche dumb broad or child-woman?
- Are graphs and charts biased, using stereotyped stick figures?
- Are genderless drawings used in order to avoid making a statement or to appear to be sex-fair?
- Are bosses, executives, and leaders pictured as males?
- Is only an occasional token woman pictured as a leader or in a nonstereotyped role?
- Has the illustrator missed opportunities to present sex-fair images?

From: Guidelines for Sex-Fair Vocational Education Materials, U.S. Department of Education, Washington, D.C.

Promoting Sex Equity in the Classroom: A Resource Packet for Teachers of Vocational and Technical Education

Presenter: Margaret Torrie
Home Economics Education
Iowa State University

Agenda

I. Basic assumptions underlying multicultural, nonsexist education programs (transparency) adapted from *Guide to Implementing Multicultural Nonsexist Curriculum Programs in Iowa Schools*, 1980, p. 5-6.

II. Strategies for promoting sex equity

A. When I Grow Up - film
Discussion (handout)

B. "Checklist of Sex Fair Teaching Behavior" (handout)
"Iowa Multicultural Nonsexist Teacher Competencies" (handout)
Participants form small groups for discussion and dialogue

Group directions:

Select 3 areas in which you feel comfortable. Share with others why you feel this way. Select 3 areas in which you need help. Brainstorm ways of getting the information you need or acquiring necessary skills.

III. Introduction to materials

A. Slides taken during field testing in Iowa schools - how the guidelines were used and strategies created and documented in the materials.

B. How to use the modules (transparencies)

1. Promoting Sex Equity in the Classroom
2. Sex Equity Strategies and Guidelines
3. Module #1 Introduction
4. Module #2 Guidelines
5. Module #3-Art; #4-Language; #5-Content
6. Module #6-Agriculture - #12- T & I

IV. Group work using the modules from a nonprint medium

Pass out modules and copy of guidelines. Explain use of checks.

A. 3 groups: art; language; content. Evaluate "When I Grow Up" as if it were to be used for classroom instruction. Determine guidelines that are not supported by the film medium.

B. Turn to modules #3-Art; #4-Language; #5-Content

1. Decide on teaching strategy you want to use

2. Decide on strategy that would counter the bias if present/or compliment the unbiased material

C. Group Report - use transparency
"Evaluating Letter Print Media"

V. Group Work - using the modules for a letter print medium

A. Group by discipline; AG-TI
B. Use the checksheet to evaluate an example letter print medium, i.e., text, lab manual
C. Use discipline specific modules
D. Group Report - use transparency
"Evaluating Letter Print Media"

VI. Summary - some final thoughts

VII. Evaluation of sessions
"Promoting Sex Equity in the Classroom" (handout)

Transparency #1

Basic Assumptions Underlying Multicultural Nonsexist Education Programs

Cultural Diversity Is a Strength.

Choice of Career Should Be a Free Expression of Interests and Abilities.

Prejudice Results from Insufficient Human Interaction.

Prejudicial Attitudes and Behavior Can Be Changed through Positive Teaching Strategies.

Prejudice and Discrimination are Rooted in Ignorance.

A Multicultural, Nonsexist Education Program Can Be Enhanced by a Representative Planning Committee.

Community Leaders Can Initiate Intergroup Communication Patterns.

Culturally Devastated Citizens Do Not Make Maximum Participating Citizens.

Transparency #2

Group Work Sheet

Evaluating Letter Print Media

Did you find the materials provided to be sexist in:
1. content
2. language
3. illustrations

Did you find blatant or subtle examples of sexism?

How might these materials be used creatively?

Possible Alternatives--

1.

2.

3.

4.

5.

Sex Equity Check Sheet

for Evaluating Print and Nonprint Instructional Media: Vocational and Technical Education

DIRECTIONS: Identify type of instructional medium to be evaluated and indicate title and author.

Print_____
(lab manual, text, etc.)
(or)
Nonprint_____
(movie, slides, etc.)
TITLE:_____

_____

AUTHOR (producer):

_____

_____

Respond to each item on the check list by placing a (✓) in one of the columns on the right. Column choices include YES, NO, or NOT APPLICABLE (N/A). A check in the YES column denotes "Sex Equitable" for that item. Definitions which may clarify items contained in the check sheet follow:

Expanded Societal Role - a part played by an individual that is not bound by an organized traditional pattern of relationships.

Nonprint Instructional Medium - includes audible tapes, instructional pictures, slides and filmstrips, sound motion pictures, and video tapes.

Nontraditional Occupations - jobs females or males enter which have been traditionally prescribed to the other sex.

Print Instructional Medium - includes laboratory manuals, transparencies, study guides, textbooks, and programmed instruction books.

Sex Bias - prejudice based solely on sex, exclusive of individual characteristics.

Sex Equitable - males and females presented in a balanced manner, impartially, showing like treatment.

from *Promoting Sex Equity in the Classroom: A Resource Packet for Teachers of Vocational and Technical Education*, I.S.U. Home Economics Education, sponsored by D.P.I., 1980.

Art Work - Illustrations and/or Pictures

	Yes	No	N/A
1. Does art work maintain a numerical balance between the sexes?			
2. Does art work depict, alternately, both females and males in dominance?			
3a. Are females depicted in nontraditional occupations?			
3b. Are males depicted in nontraditional occupations?			
4a. Does art work depict males and females equally in varied levels of occupational status?			
4b. Does art work depict females and males equally in varied levels of occupational responsibility?			
5a. Are males depicted using vocationally acquired skills in expanded societal roles?			
5b. Are females depicted using vocationally acquired skills in expanded societal roles?			
6a. Are females depicted in appropriate attire for their occupational roles?			
6b. Are males depicted in appropriate attire for their occupational roles?			
7a. Do illustrations of people include many body types?			
7b. Do illustrations of people include occasional evidence of handicaps?			

Language - Written/Spoken

If the spoken word is involved, answer all questions on this page; if not, respond only to first nine items.

	Yes	No	N/A
1. Are titles of address indicating gender omitted?			
2a. Are gender-free plural pronouns used?			
2b. Is there an equal balance of gender-specific singular pronouns?			
3. Are gender-free nouns substituted for gender pronouns?			
4. Are gender-free nouns used to denote all human beings?			
5. Do indefinite pronouns have a plural pronoun referent (thus avoiding use of singular gender pronouns, e.g., he/she, her/his)?			
6. Are sex-free occupational titles used as indicated in the 1977 *Dictionary of Occupational Titles*, fourth edition?			
7. Is reference made to physical appearance only when there is a purpose?			
8. Is each occupation described as being performed by both sexes?			
9. Are nondemeaning descriptions of people used?			

Language - Spoken

	Yes	No	N/A
10. Is a range of emotions expressed by a female speaker(s)?			
10b. Is a range of emotions expressed by a male speaker(s)?			
11a. Do male vocal presentations communicate the intended message avoiding sex-biased connotations?			
11b. Do female vocal presentations communicate the intended message avoiding sex-biased connotations?			
12a. Are titles of address indicating feminine gender used only if speaker prefers?			
12b. Are titles of address indicating masculine gender used only if speaker prefers?			

Content - Explicit and/or Subtle

	Yes	No	N/A
1a. Are females portrayed in a variety of occupations?			
1b. Are males portrayed in a variety of occupations?			
2a. Are males portrayed in a range of societal roles?			
2b. Are females portrayed in a range of societal roles?			
3a. Do females portray a range of emotions?			
3b. Do males portray a range of emotions?			
3c. Do males portray a range of values?			
3d. Do females portray a range of values?			
3e. Do females portray a range of interests?			
3f. Do males portray a range of interests?			
3g. Do females portray a range of abilities?			
3h. Do males portray a range of abilities?			
4a. Are females presented in nontraditional occupations to illustrate the diversity of abilities?			
4b. Are males presented in nontraditional occupations to illustrate the diversity of abilities?			
5. Is preparation for an occupation described as available to individuals regardless of sex?			

Multicultural Nonsexist Teacher Competencies

The purpose of developing an in-service program is to assist administrators and teachers as they strive to obtain a number of competencies. Teachers should be able to:

--implement basic communication techniques for facilitating positive interpersonal and intergroup relations within the school and the classroom

--recognize the origins of prejudice and discrimination and the factors which cause them to continue to exist

--understand the contributions, values, and life styles of women and various racial and cultural groups (educators should be able to empathize with other groups such as the elderly, the handicapped, etc.)

--develop a scope and sequence plan for including materials and activities that will help students understand the contributions, values, and life styles of racial, cultural, and socioeconomic groups other than their own (such a plan should also utilize materials and activities that will help students realize the contributions of women as well as men and the various roles and life styles open to both in today's society)

--identify administrative and instructional materials which show evidence of bias based on race, sex, socioeconomic status, or physical disability

--implement activities in the school and the classroom that cause awareness of self and positive self-concept development

--deal with conflict situations in a positive, constructive way which will facilitate due process

--facilitate the students' awareness of their own values and the consistency of their actions with those values

--coordinate large and small group problem solving activities in the school and the classroom that assure interdependence and cooperation among students

--design activities for the school and the classroom which promote respect for and awareness of the value of diversity in our society

--deal with racist, sexist, or other discriminatory statements or actions which occur in the school or the classroom

--understand how stereotyping of races, the sexes, and other groups results in injustices to individuals in these groups, and how educational institutions have played a role in sustaining such stereotypes

--comfortably lead classroom and staff discussion dealing with intergroup relations, the roles of the sexes, and the students' attitudes towards their own and other groups

--understand how individual racism and sexism have become incorporated into institutional policies and programs

From "Guide to Implementing Multicultural Nonsexist Curriculum Programs in Iowa Schools," Iowa Department of Public Instruction, June, 1976, pp. 15-16.

Resources

FILMS

Sex Role Development 1974. 23 min. Color. Rental $11.80. I.S.U. Media Resources, tel. 515/294-1540. Examines some of the sex role stereotypes and traces their transmission to children via the socialization process. Also explores alternative approaches to socialization. Concludes with scenes at Pacific Oaks School to demonstrate methods of eliminating stereotypes through education.

"When I Grow Up. . ." This 20-minute, 16 mm color/sound film deals with sex role stereotyping in elementary and secondary schools. It was produced in cooperation with the Research and Development Section, Department of Adult, Vocational, and Technical Education of the Illinois Office of Education through Research Associates of Elgin, Illinois and Calvacade Productions of Wheaton, Illinois.

The film is geared primarily towards administrators, counselors and teachers for workshops and in-service sessions but could also be used with parents and older students. It contains eight sequences, beginning with kindergarten and progressing through senior high school, which show stereotypic behavior and ways to deal with it. It will serve to increase awareness among educators of the existence of sex-role stereotype practices typically found in the classroom and school in (a) behavior of teachers, counselors, and administrators and (b) content of texts and materials. Through these examples and an accompanying discussion guide, the film will help alleviate the restrictive influences of traditional sex role expectations.

The discussion guide is included with the film. The film is available for two week free loan. You can order the film by writing or calling the East Central Network and Illinois Vocational Curriculum Center, Sangamon State University, Building E-22, Springfield, IL 62708, phone 217/786-6375. The film is available for purchase at $265 from: Motorola Teleprograms 800-323-1900 (toll free) 312-671-0141 (Illinois, Alaska, Hawaii--call collect).

All About EVE. This eight-minute film gives the viewer an opportunity to see a capsulized, historical investigation of women in the work force. Using art work, historical pictures, and on-the-job photographs of women employed in many nontraditional jobs, the female student is introduced to career choices other than those strictly indoor, female-type jobs.

Equal vocational education. . . a program designed to help secondary schools increase female enrollment in traditionally male vocational education programs. Cost $60.00. Available from Center for Human Resources, University of Houston, Houston, Texas 77004.

SLIDE/TAPES

Male and Female Roles. Cornet Instructional Media, 369 W. Erie St., Chicago, IL 60610, 1975. Nine minutes each, color, sound filmstrips. $102.00 purchase. The unit contains six color/sound filmstrips entitled "The Stereotypes," "How Stereotypes Evolved," "How They Are Learned," "Emerging Dissatisfactions," "New Perspectives," and "How Aware Are You?". These can be used as an entire unit or separately to help people from junior high through adults to understand the sociological process of sex stereotyping. A 16-page Teachers' Guide gives questions for discussion and extra activities.

Sexism in School--What We Can Do. Educational Activities, Inc., 1937 Grand Ave., Baldwin, NY 11510, 1976. Eighteen minutes, color/ sound filmstrip. $14.95 purchase. This kit contains a filmstrip, cassette tape, and teacher's guide for use with teachers, administrators, parents, and counselors. After some consciousness-raising about the meaning of stereotyping, the results of several well-known studies are discussed, several teaching aides are illustrated, and specific suggestions for starting a positive program to combat sexism in school are made. The teacher's guide contains a script; sources of the aids mentioned in the filmstrip; Title IX information; a resource list of books, booklets, publications, and materials; and suggestions for combating sexism in school.

I'm Glad I'm a She! I'm Glad I'm a He. Department of Public Instruction, State of North Carolina, Raleigh, N.C. Developed as a product of the New Pioneers Project to eliminate sex bias in occupational education. Available for free loan. Also available from DPI, Grimes State Office Building, Des Moines, Iowa. The kit includes a filmstrip and cassette tape with printed narration. Running time 25 minutes. May be useful for all professional educators, PTA's, and other interested community groups, older students, secondary and adult. Objectives of the filmstrip are 1) increasing awareness and 2) motivating educators to develop strategies to reduce bias in their school system.

Additional handouts included: "A Checklist of Sex-Fair Teaching Behaviors" from *Expanding Adolescent Role Expectations,* Community Service Education Department, New York College of Human Ecology, Ithaca, NY: Cornell University, 1978.

Developing MCNS Curriculum Guides for Industrial Arts/Home Economics

Presenters: Richard Gabriel and
Gretchen Woeste

Agenda	Activities
I. Introductions	Sheet on overhead; handout packets
II. Warm Up Activity - Status of people in Iowa	Questionnaire
III. Rationale for MC-NS A. Federal - Title IX, 76 Amend. B. State School Law - promote and foster C. Local/District D. Subject - Home Ec., Ind. Arts	Copies of comparison State regulation Des Moines goals for 80-81 Law and Philosophy - oral
IV. Course Goals and Objectives A. Curriculum guides available, Iowa	Display
B. Individuals and/or groups can revise or write guides	Work sheet with Home Economics and Industrial Arts course goals to analyze and rewrite
C. Analyze goals and objectives as activity - rewrite to promote and foster MC-NS	Overhead - outline of foods course Copies of partially completed lesson plan sheet
V. Content Outline - Knowledge in subject - incorporate MC-NS where appropriate	Display AEA packet; district/local criteria
VI. Instructional Activities Work in small groups to plan activity appropriate for community	Evaluation examples Administration checklist Student opinionnaire Vocational instruction self-evaluation.
VII. Resource Materials - student Criteria for evaluating materials	Checklist of situations
VIII. Evaluation of students' attainment of objectives - formal; tests, pre and post, Attitude/value surveys, enrollment, Informal; observation of attitudes, behavior	
IX. Recognizing behaviors - informal curriculum that teacher uses is reflected in classroom practices	